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ABSTRACT

Among the challenges facing the U.S. as it enters the 1970s has been one to public education to adapt its program to technological change and its social effects; this manual deals with a limited aspect of this problem. Seventh and eighth grade social studies instruction is the focal point of the effort, and career orientation is the theme by which adaptation will be approached whether a pupil is interested in pursuing a liberal arts, vocational, or technical program. This project was started in the summer of 1969 as an interdisciplinary effort including art, English, home economics, industrial education, mathematics, science, and social studies. This approach contributes to the following specific goals: 1) provide meaningful career information in the context of specific subject matter instruction; 2) strengthen pupil interest in all subject areas; 3) provide a classroom atmosphere which would foster pupil motivation and encourage learning by discovery; 4) encourage pupil investigations which would lead to greater self understanding; and, 5) provide activities for pupil participation which simulate many roles in careers. This activity manual includes more than 100 career activities related to American history, urban living, Ohio history, and the social sciences. (Author/SLD)

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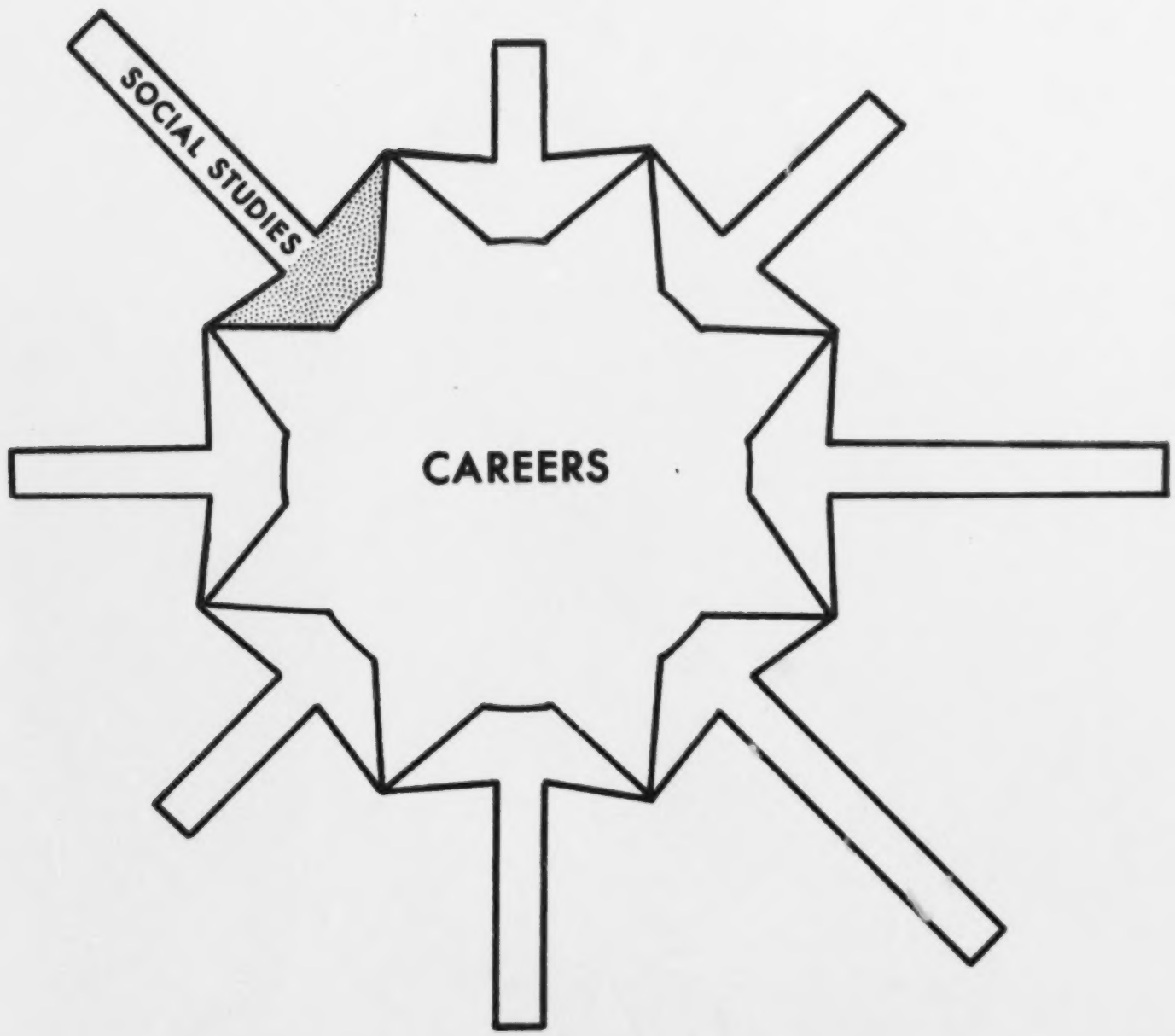
Career Orientation
Grade 7 and 8
A unified approach



SP 001 310

REVISED EDITION

ACTIVITY MANUAL

Cincinnati Public Schools

1970

ED050005

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EDUCATION & WELFARE
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MAN: HIS LIFE AND WORK

A CAREER ORIENTATION MANUAL FOR TEACHERS

OF

SEVENTH AND EIGHTH GRADE SOCIAL STUDIES

September, 1970

Department of Educational Program
Cincinnati Public Schools

FOREWORD

As an advanced technological society, the United States entered the 1970's with many challenges. Among the challenges has been one to public education to adapt its program to technological change and its social effects. The pace of change can be so rapid that an educational program may be relevant to pupils one year and outdated a few years later.

The purpose of this manual is to deal with a limited aspect of this problem. Seventh and eighth grade social studies instruction is the focal point of the effort, and career orientation is the theme by which adaptation will be approached. Whether a pupil is interested in pursuing a liberal arts, vocational, or technical program, it is felt that he or she will ultimately be faced with a career decision.

This project was started in the summer of 1969 as an interdisciplinary project with the following areas cooperating: art, English, home economics, industrial education, mathematics, science, and social studies. Each subject area developed separate manuals and one manual was developed to tie the activities of the separate disciplines together. This approach should contribute to the following specific goals:

- Provide meaningful career information in the context of specific subject matter instruction
- Strengthen pupil interest in all subject areas
- Provide a classroom atmosphere which would foster pupil motivation and encourage learning by discovery
- Encourage pupil investigations which would lead to greater self-understanding
- Provide activities for pupil participation which simulate many roles in careers.

Mrs. Peggy Walters of Dater Junior High School wrote the activity manual for social studies for try-out during the first year of the project. Mr. Jack Ford, Associate Supervisor, Industrial Arts, coordinated the project under the general supervision of Mr. Ralph E. Shauck, Director of Instructional Services.

The following teachers prepared the revised materials contained in this manual.

Mrs. Gertrude Murray - Campbell Junior High School

Miss Sharon Stecher - Campbell Junior High School

Mr. Robert Zwick - Dater Junior High School

Mrs. Bonita Slaughter - Gamble Junior High School

Mr. Lamar Ellis - Gamble Junior High School

Mr. Joseph Brandt - Merry Junior High School

Mrs. Delores Brown - Merry Junior High School

Mr. Dean Moore, Associate Supervisor, Secondary Social Studies, served as advisor to the committee under the general supervision of Mr. Ralph E. Shauck, Director of Instructional Services.

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INTRODUCTION

Organization

The manual which follows represents one approach to relate social studies instruction and subject matter to career information. Activities constitute the main body of information in the manual. These activities are written so that they correspond with American History, Ohio History, and Urban Living, which represent major topics in seventh and eighth grade social studies.

Each activity is written to stand by itself in relating an event or idea to the study of careers. The American and Ohio history activities are arranged chronologically so the teacher will be able to locate an appropriate activity easily. It is not expected that each teacher will use all activities in the manual. It is suggested that teachers choose activities which seem appropriate for each class and modify any activity to the extent desired. A loose-leaf binder has been used so that replacements or deletions can be made when desired. An appendix has been included at the end of the manual with more detailed information to aid the teacher in planning.

Activity Format

Each activity page consists of a title, job family category, period in history category, list of resources, related disciplines, objective, type of objective and activity description. The large job family categories include:

- Agriculture
- Business
- Distribution
- Marketing
- Services
- Professions

- Construction

- Manufacturing

By looking at the period in history category, the teacher can determine the appropriateness of the activity in planning a given unit or lesson. The resources and materials listed are only indicators and are limited due to time and space. A teacher may wish to supplement this list with other resources which have been used successfully. Since the audio-visuals listed are limited, the teacher may wish to look at the more extensive listing also provided in the manual. Space is provided on the extensive listing for comments, to enable the teacher to write remarks for future reference.

A category is provided for related disciplines, as a possible indication of an activity with possibilities of cooperative planning between teachers. This category could also be useful to the individual teacher in relating a discussion to other disciplines.

The objective for each activity is intended to be a pupil objective written in behavioral terms. If the teacher feels this objective is suitable, he can then determine the extent to which each pupil achieved the objective. If a numerical criteria is suggested for an objective, the teacher may wish to make a note as to whether the number is realistic. This objective should be considered tentative subject to try out. This manual also contains a form for recording pupil progress on these objectives. It is suggested that the teacher record the approximate percentage of pupils accomplishing the objective after the activity. This form will provide the teacher with a record of activity/ objective difficulty for future planning.

Each activity also contains a category specifying the type of objective in the activity. Type in this case refers to whether the objective is aimed

at knowledge or thinking skills (cognitive) or at interests and attitudes (affective). The numbers following the designated type are keyed to Bloom's Taxonomy of Educational Objectives. A summary of the meaning of the classifications is provided in the appendix.

Example:

Type of Objective - Cognitive - 2.30

↓ An intellectual ability

↘ Extrapolation - An activity which enables extending trends or tendencies to determine consequences or implications

The type of objective indicated can be very useful to the teacher in planning a lesson or unit. If a teacher wishes to develop systematically thinking skills or provide practice in using different mental abilities, this category provides important information. Additional information on the use of this type of objective can be obtained from Benjamin Bloom's (ed.) Taxonomy of Educational Objectives: Cognitive Domain (David McKay Company), Taxonomy of Educational Objectives: Affective Domain (David McKay Company), Norris Sanders' Classroom Questions (Harper and Row Company), or Louis Roths (et al) Teaching for Thinking (Charles E. Merrill, Inc.).

The final category on the activity sheet contains a description of the activity as suggested by the committee preparing the manual. Some of the descriptions are general and some detailed in conformance with the wishes of the teacher suggesting the activity.

DEVELOPING POSITIVE ATTITUDES TOWARD WORK AND CAREERS

A pupil's system of values is often considered personal by the pupil and his family. Some values and their expression as attitudes must also be the concern of the classroom teacher. Teachers of social studies have many opportunities to affect pupil values and attitudes through activities and classroom discussions on topics, which lend themselves to value decisions. Therefore it is important that the teacher give careful thought to his planning, classroom questions, and offhand remarks to ensure that pupils have the opportunity to develop objectively and to clarify their values, especially as they pertain to the world of work.

One premise of the project which is contained in this manual is that work and earning a living in a democracy is a positive and worthwhile objective. This is a value which society suggests that schools nurture in pupils. Teachers should encourage thoughtful and objective inquiry.

There are strategies which teachers may use to help pupils clarify their values and resulting attitudes. If these strategies are pursued, it is felt that pupil attitudes to work will be positive, but they will arrive at this decision by their own free choice. Among the strategies which could be used are:

- Help pupils learn to make choices by searching for alternatives and weighing the possible outcomes
- Aid pupils in their search for what the pupil considers important
- Provide pupils with opportunities to state their views and act on them openly
- Help pupils examine the results or effects of behavior patterns they are choosing.

To pursue these strategies, teachers should use open-ended questions which help pupils think through their expressed opinions. Questions such as "Why do you feel that way?" or "What would happen if everybody did that?" are examples. Selected movies, cartoons from newspapers, role playing incidents, and many other activities described in this manual can provide the setting for aiding pupils in developing their own positive work and career attitudes.

CAREER-ORIENTATION THROUGH THE STUDY OF CURRENT EVENTS

The instruction of pupils in career opportunities and job families is an ongoing task for the teacher. Many opportunities evolve through the study of history and geography to alert pupils to the breadth of career possibilities, but changing technology and social conditions can cause some of these careers to decline in importance and new ones to arise.

Teachers have an excellent opportunity to help pupils become aware of changing career opportunities through the study of contemporary affairs. It is suggested that approximately one fifth of social studies instruction time be devoted to current events instruction, and the alert teacher will recognize many opportunities to relate <u>some</u> current events to career opportunities and related instruction.

Examples of current events which might be related to careers include:

- State Fairs--questions could be raised about agricultural exhibits, industrial exhibits, and handicrafts
- Strikes or work stoppage--questions could be asked concerning the union and management viewpoints about worker compensation and working conditions
- Elections--the platform of those elected could be studied for its effects on careers, local job opportunities, and economic development
- War--questions could be raised about jobs in industries producing war materials
- Inventions--technological developments could be discussed in relation to their effects on careers
- Government social legislation--questions could be raised about the jobs created, effects on unemployment, and effects on the economy

RECORD OF PUPIL PROGRESS IN CAREER ORIENTATION

Directions: In the blanks provided below please estimate the success of your classes in achieving the objective. For example, if all pupils successfully completed the first activity, write 100% in the blank. Leave blank the activities you do not use in class. This will provide a useful record for future planning of lessons and revising activities.

American History

1. _____	13. _____	25. _____	37. _____	49. _____
2. _____	14. _____	26. _____	38. _____	50. _____
3. _____	15. _____	27. _____	39. _____	51. _____
4. _____	16. _____	28. _____	40. _____	52. _____
5. _____	17. _____	29. _____	41. _____	53. _____
6. _____	18. _____	30. _____	42. _____	54. _____
7. _____	19. _____	31. _____	43. _____	55. _____
8. _____	20. _____	32. _____	44. _____	56. _____
9. _____	21. _____	33. _____	45. _____	57. _____
10. _____	22. _____	34. _____	46. _____	58. _____
11. _____	23. _____	35. _____	47. _____	59. _____
12. _____	24. _____	36. _____	48. _____	60. _____

Urban Living

1. _____	5. _____	9. _____	13. _____	18. _____
2. _____	6. _____	10. _____	14. _____	19. _____
3. _____	7. _____	11. _____	15. _____	20. _____
4. _____	8. _____	12. _____	16. _____	21. _____
			17. _____	22. _____

Ohio History

1. _____	5. _____	9. _____	13. _____	18. _____
2. _____	6. _____	10. _____	14. _____	19. _____
3. _____	7. _____	11. _____	15. _____	20. _____
4. _____	8. _____	12. _____	16. _____	21. _____
			17. _____	22. _____

Social Sciences

1. _____	3. _____	5. _____	7. _____	9. _____
2. _____	4. _____	6. _____	8. _____	10. _____

CODE: EAH = Exploring American History
TIAS = This is America's Story
CTN = Cincinnati Then and Now
AH = American History Career Activities
UL = Urban Living Career Activities
OH = Ohio History Career Activities
SS = Social Science Career Activities

A CHART FOR THE USE OF CAREER ORIENTATION ACTIVITIES WITH SEVENTH AND EIGHTH GRADE SOCIAL STUDIES

GRADE	TEXTBOOKS	UNIT IN CURRICULUM	CAREER ORIENTATION ACTIVITIES
7	EAH	#3 Getting Started in the New World	AH #1-12
7	TIAS	#3 Getting Started in the New World	AH #1-12
7	EAH	#4 Building a Democratic Nation	AH #13-27 OH #1-11
7	TIAS	#4 Building a Democratic Nation	AH #13-27 OH #1-11
7	EAH	#5 Pushing Westward Across the Continent	AH #28-49 OH #12-16
7	TIAS	#5 Pushing Westward Across the Continent	AH #28-38 OH #12-14
7	TIAS	#6 Struggling to Keep One Nation	AH #39-49 OH #15-16
8	EAH	#2 Looking at the United States Today	AH #50-60 OH #17-22
8	TIAS	#2 Living in an Industrial Age	AH #50-60 OH #17-22
8	CTN	#3 Knowing Your City--Cincinnati	UL #1-22
8	CTN	#3 Living in a Modern City--Cincinnati·	UL #1-22
7-8		Current Events	SS #1-10

ACTIVITY TITLE

FEUDAL MANOR--WALL DISPLAY

Job Families

All

Period in History

500-1400 A.D.

Resources or Materials

Film 2028--Medieval Guilds

Related Disciplines

English, Industrial Arts

Type of Objective

Cognitive--2.30 and 4.20

Objective

Pupils will explain two reasons for the continued existence of various services since the Middle Ages. They will be able to point out the interrelationships between these workers, and the differences in how these services are provided now.

Description of Activity

On a large wall display, pupils show workers on a feudal manor. In a parallel display they show workers in a modern city who perform similar services. Workers might be drawn in caricature.

Examples: Pupils might indicate a cobbler on a manor. Parallel to this they might show machinists, retailers, business managers and repairmen who work with shoes. A knight might be shown parallel to policemen or government service workers. Merchants and workers in caravans might be compared to present day retailers and distributors, particularly of such items as foodstuffs, cloth and jewels.

The importance of all workers in cities should be emphasized.

ACTIVITY TITLE

GREAT EXPLORERS--CLASS REPORTS

Job Families

Business, Professions

Period in History

1000--Present (Vikings--Astronauts)

*Resources or Materials

Films

554 Beginnings of Exploration
2534 Walk on the Moon
2537 Man in the Sea: The New Frontier

Related Disciplines

Science

Type of Objective

Cognitive--2.00

Objective

Pupils should cite three reasons for exploration, two special skills explorers had, and the work of the people who made their explorations possible.

Description of Activity

Pupils are to select one explorer (or group of explorers). An oral report is to be presented to the class which will stress the special qualities possessed by explorers. Pupils should be sure to include the things which made trips of exploration possible for these men, such as: inventions, finances, crews, suppliers, and all the other back-up people.

NOTE: After all the reports have been presented, pupils should be encouraged to single out the skills and qualities explorers both past and present have possessed. A list should then be compiled of the various occupations which help in exploration today. Films 2534 and 2537 show some of the back-up operations and people. Pupils can also be referred to specials on TV such as the Jacques Cousteau explorations and studies, noting the occupations of the people involved in the study of our seas.

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*Additional Resources

Visual Teaching Aid (Basics)--Great Explorers (Professional Library)
Biographies from Library
Encyclopedia

ACTIVITY TITLE

THE TOOLS OF EXPLORERS--PICTURE DISPLAY

Job Families

Professions

Period in History

1400--Present

Resources or Materials

Drawing paper
Pictures

Related Disciplines

Science, Mathematics

Type of Objectives

Cognitive--1.22

Objective

Pupils will be able to write at least five inventions and developments which made exploration possible.

Description of Activity

Pupils draw and label or cut out pictures and label the inventions that made exploration possible. These would include the compass, astrolabe, the printing press, computers, radar, sonar, etc. The pictures should then be mounted together with a chart showing the types of occupations which use these tools today.

ACTIVITY TITLE

PRINTING THROUGH THE AGES--DISPLAY

Job Families

Business; Marketing

Resources or Materials

Films

1577 Printing through the Ages
6355 Writing and Printing in America

Speaker--Reporter or Printer

Period in History

Mid 1400's--Present

Related Disciplines

Industrial Arts, English, Art

Type of Objective

Cognitive--1.12

Objective

Upon looking at the display, the pupils will be able to list three reasons for the importance of printing in the development of the world and its importance today in the field of communication.

Description of Activity

The teacher will construct a display with pupils which will show the various stages of development in printing. (Other departments may be included in the making of the display). The development of printing could be shown in handwritten "manuscripts," wood block prints, silk screen, engraving, lithography, moveable type, duplicating methods. The display would point out the wide range of work in printing today.

ACTIVITY TITLE

ROLE PLAY--SAILOR

Job Families

Business, Distribution

*Resources or Materials

Films

554 Beginnings of Exploration
1636A Story of Christopher Columbus

Period in History

Late 1400's and Present

Related Disciplines

Science, Mathematics

Type of Objective

Cognitive--1.12

Objective

By having the pupils actively take the role of a sailor he will be able to describe at least four activities involved in this line of work.

Description of Activity

A boy in the class, pretending that he is a fifteenth century sailor, describes the activities that would be involved in his work. He would include mention of instruments and equipment used in his tasks, and the special skills and stamina he would be required to have. (Note: The services for the fifteenth century "sailor" will be somewhat limited, but the pupil can be encouraged to bring in the role of the cabin boys who received much "on board" training.)

A second boy, in the role of a twentieth century seaman, describes the work he does. He might approach the local navy recruiting office for pamphlets and information, or he may write to a shipping company or merchant marine.

As a follow-up, a speaker can be brought into the classroom who is involved in river trade and shipping.

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*Additional resources: Resource person--worker on Ohio River barge, or field trip to one of the companies that operates loading on the river.

ACTIVITY TITLE

A PURITAN VILLAGE--MODEL DISPLAY

Job Families

All

Period in History

1680

*Resources or Materials

The Way Our People Lived, Woodward (Professional Library)

Film

2004A Colonial Life in New England

Related Disciplines

Industrial Arts, English, Home Economics

Type of Objective

Cognitive--5.20

Objective

Pupils will be able to describe how early settlements were planned and constructed without the aim of modern technology and to help reconstruct a colonial village.

Description of Activity

After reading a description of a Puritan village, pupils construct a model of such a village including homes, church, school, tools used, etc. Dolls could be used to represent the people. They would be dressed in Puritan dress. (Home Economics classes could be of assistance here. Industrial arts could help with materials and plans for construction).

Pupils are to try to construct the model village as though they were living in Puritan days without the help of modern technology. Example: clothes for dolls would be hand-sewn.

NOTE: The same process can be used for other colonies.

Examples:

A. Boston--use same resources as above

B. Harbor Town--film 2022 may be of help in addition to above

C. New York City--same resources as above (book), and film 2004B

D. Early Plantation in Virginia--same resources except use film 2004C

Please allow sufficient time for this project--two weeks are suggested.

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*Additional resources--Visual Teaching Aid--Colonial America (Professional Library)

ACTIVITY TITLE

WORKERS FOR A NEW SETTLEMENT

Job Families

All

Period in History

1700's

Resources or Materials

Film

1164 Early Settlers of New England

Text; Books on Colonies; accompanying pictures-sketches

Related Disciplines

English, Science, and Industrial Arts

Type of Objective

Cognitive--4.00

Objective

Pupils will be able to list five or more types of skilled workers essential to establish a community.

Description of Activity

The pupils choose a colony or settlement in the new world. They will then research the type of people who established the colony, noting the essential skills that were needed.

Parallel to this list, the pupils compile a list of workers essential in establishing a new city in the twentieth century. Pupils may do some research into new cities being developed, or urban renewal projects (a study could be made of Cincinnati's program and a speaker from City Planning may be invited to speak to the pupils).

Stress is given to the variety of workers essential to modern cities.

NOTE: Additional aids which may be of help include:

1. 1932: Cities; How They Grow

2. 2190: This Is Our Town: Past and Present

3. 10190: Across Early America (Mounted Pictures)
   10202: New England (Mounted Pictures)
   10206: Historic Williamsburg (Mounted Pictures)

ACTIVITY TITLE

RELIGION IN AMERICA

Job Families

Professions

Period in History

Colonial

Resources or Materials

Text, Career Kits, Clergy in the community

Related Disciplines

English

Type of Objective

Cognitive--1.10

Objective

The pupil, in discussion, will be able to single out several duties performed by clergymen.

Description of Activity

After studying the role of the clergy in early America, pupils will then interview a person involved in religious work.

The pupil, in the interview, should stress questions about the social or educational work performed by clergymen in the community, rather than his more obvious role in the church itself.

The pupils would then compare their responses and parallel the work of modern-day clergy to the first clergy in America.

ACTIVITY TITLE

HOW WE GOT THERE

Job Families

Marketing
Distribution

Period in History

1700's

Resources or Materials

Desk Maps
Text

Related Disciplines

Industrial Arts
Science

Type of Objective

Cognitive--1.20

Objective

On an outline map the pupil will be able to trace the main routes of travel used in colonial days.

Description of Activity

After studying about the early methods of transportation used in exploration and colonization, the pupils discuss the importance of transportation in history centering around several basic questions.

- Why was a good transportation system necessary to growth and development?
- What means of transportation did colonists use? What advantages or disadvantages did each have?
- Why was water travel so vital?
- What means of transportation are used today that were not available to colonists?
- What careers in the transportation field existed in colonial days and today?

NOTE: Follow-up films may be used, such as:

1. 2201--This Is Our Town: Transportation
2. 7695--Special Report: Transportation: Where Do We Go From Here?

ACTIVITY TITLE

BUILDING--THEN AND NOW

Job Families

All

Period in History

Colonial
1700's

Resources or Materials

Construction materials from Industrial Arts Pictures of early Colonial buildings

Related Disciplines

Industrial Arts, English and Science

Type of Objective

Cognitive--2.30

Objective

Pupils will be able to relate two difficulties encountered in colonial construction without the assistance of modern technology.

Description of Activity

The male pupils, particularly those in industrial arts, will have some construction experience. Some of them may be asked to construct a scale model, about three feet high, of a colonial building. They will use only those materials available to early colonists. The girls may wish to decorate the interior--again using only materials available in earlier times. The finished product will then be compared with modern structures.

As a follow-up the class may invite a construction worker to speak to the group.

Film: 2142 Careers in the Building Trades

ACTIVITY TITLE

PRODUCTS--THEN AND NOW

Job Families

All

Period in History

Colonial (1700's)--Present

Resources or Materials

Filmstrip Series--Then and Now

Related Disciplines

Science, English, Industrial Arts

Type of Objective

Cognitive--1.12

Objective

The pupils will be able to name products of each colony and list some products from that region today.

Description of Activity

On a bulletin board or on large poster paper the pupils make an outline of the colonies. Using pictures or drawings, the pupilsthen show the major products of each colony and the major products of that area today.

Alongside the map, pupils list reasons for the products coming from a particular region.

Example: soil, growing season, rainfall, location near transportation, topography, forests, etc.

(All things connected with the basic elements of production could be listed.)

ACTIVITY TITLE

THE HAND OR THE MACHINE

Job Families

Business, Marketing, Manufacturing

Resources or Materials

Construction materials--cloth

Period in History

Colonial America
1700-1770

Related Disciplines

Industrial Arts, Art

Type of Objective

Cognitive--4.10

Objective

After hand-manufacturing an article of colonial days and comparing it to a similar product of today, pupils will be able to list at least three advantages in production due to modern technology.

Description of Activity

Each pupil who participates will hand-manufacture a common article (metal spoon, woven cloth, bowl, candle). The "manufacturer" should estimate the cost of the article, taking capital investment and labor into his cost estimate.

The article is then displayed along side a mass-produced similar article. The cost and time involved in manufacturing each is also displayed. Pupils should be able to make comparisons and contrasts as to time, cost, and quality.

ACTIVITY TITLE

DRAWINGS: FARM EQUIPMENT

Job Families

Agriculture
Construction

Period in History

1763--Present

Resources or Materials

Ohio textbook and history textbooks

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to show how farming methods and equipment have been improved by constructing models or drawings of early farm implements.

Description of Activity

In cooperation with the Industrial Arts Department, the boys in the class could reconstruct some of the equipment used by the settlers in Ohio to clear the land and to cultivate it (i.e., plow, axe). The girls in class, in order to depict some of the jobs performed by pioneer women could bring in pieces of quilts or construct a churn from cardboard.

In order to show the improvements made in farming and in the construction industry, the class should bring in newspaper clippings and magazine articles on farm machinery and construction workers.

ACTIVITY TITLE

COLONIAL LEADERS: BIOGRAPHIES

Job Families

Manufacturing
Agriculture

Resources or Materials

Films

Johnny Tremain Series

Novels

Period in History

1760-1789

Related Disciplines

English

Type of Objective

Cognitive--1.12
Affective--2.2

Objective

Pupils will indicate the civilian occupations of three or more men or women active in the Revolutionary War. They will indicate extended interest by volunteering to read further about one colonial citizen.

Description of Activity

Each pupil should select a person from the Revolutionary War Period. The teacher should compile the list in order to avoid duplication. The list could be divided into two categories--(1) those who were directly involved in the fighting such as George Washington or Ethan Allen or (2) those who fought with words such as Thomas Paine or Benjamin Franklin.

Pupil reports should stress the jobs held by these individuals prior to the war.

Example: Richard Gridley--Engineer
Benjamin Franklin--Printer
Paul Revere--Silversmith
Thomas Paine--Farmer

ACTIVITY TITLE

CAREERS IN THE ARMED SERVICES

Job Families

Professions, Services, Construction

Period in History

1776

Related Disciplines

Resources or Materials

Speaker

Type of Objective

Cognitive--4.20

Objective

After hearing a speaker on careers in the Armed Services, pupils will be able to contrast career opportunities of today and the eighteenth century. They will also be able to indicate five or more civilian jobs related to military careers.

Description of Activity

Invite a veteran to speak to the class on jobs available in the armed forces. The speaker should be a person who has made the armed services his career. The speaker should stress the various types of jobs available in the armed forces and how the training can be useful in civilian life.

Example:	Army	Civilian
	Military Police	Policeman
	Cook	Cook

One or more pupils could report to the class the differences in training and career opportunities of today contrasted with those two centuries ago.

ACTIVITY TITLE

SPEAKER--FLAG MAKERS

Job Families

Manufacturing, Distributing, Business

Period in History

1776-1789

Related Disciplines

Home Economics

Resources or Materials

Speaker

Type of Objective

Affective--3.1
Cognitive--1.10

Objective

When the opportunity arises, pupils will display common flag courtesies. They will be able to indicate two or more jobs required in the making of flags.

Description of Activity

Invite a representative from a flag-making company to speak to the class on the future of the flag industry. The speaker should also stress the skills or training required for employment in this or related industries.

A group of pupils could report to the class the flags which were common in America before and after the Revolutionary War. One pupil could describe the symbols and their meanings, while another could relate how they were made. Another pupil could report on American flag courtesies and reasons for the courtesies.

ACTIVITY TITLE

TOUR: FOOD AND DRUG ADMINISTRATION

Job Families

Agriculture, Marketing, Distribution, and Profession

Period in History

Revolutionary War
1763-1789

Resources or Materials

Pamphlets or speaker

Related Disciplines

Science; Home Economics

Type of Objective

Cognitive--1.12

Objective

Pupils will be able to write or orally indicate two or more jobs available in the Food and Drug Administration. They will also be able to describe the inspection and labeling procedure.

Description of Activity

Arrange a tour or obtain a speaker from the Food and Drug Administration at the Federal Building.

Pupils should try to answer the following questions.

1. If I were employed in this industry, what would be some of my duties?
2. What courses should I take in high school?
3. What additional training will I need: college education or technical training?
4. Would I be working alone or with others?
5. Are there any physical requirements: height, weight, or vision?
6. How has the concern for quality in products changed since the Revolutionary War?

ACTIVITY TITLE

DISPLAY: EXPORT-IMPORT

Job Families

Marketing, Distribution, Agriculture

Period in History

1763-1789

Related Disciplines

Home Economics
Industrial Arts

Resources or Materials

Wall Maps (United States and England)
Newspapers or magazines

Type of Objective

Cognitive--1.12

Objective

Given a list of products, pupils will indicate two or more which colonists had to export. Also they will be able to list three or more jobs available in the production of the product.

Description of Activity

On a large map of the thirteen colonies and a map of England, make a display showing items which the colonists were required to ship to England. Pupils should check with the newspaper or a magazine for pictures of the items listed, or draw them.

As a follow-up activity, have pupils compile a list of the workers involved in the production of each item; i.e. tobacco.

____ planter

____ picker

____ machine operator

____ paper worker

____ wrapper

____ checker

____ packer

____ truck driver

ACTIVITY TITLE

THE CONSTITUTION HELPS THE FARMER

Job Families

Agriculture, Distribution

Period in History

(1780-1820) 1781-1789

Resources or Materials

Related Disciplines

Type of Objective

Cognitive--4.20

Objective

Given the assignment to compare farming practices under the Articles of Confederation with those today, pupils will be able to indicate differences in crops produced, jobs affected, and styles of farm life.

Description of Activity

In this activity pupils are to imagine that they are farmers living under the Articles of Confederation. In order to sell their produce in another state, they have to pay high taxes to that state; thus, many are forced to sell within their own state.

After the Constitution was written and the new government established in 1789, farmers and businessmen no longer had to pay taxes which were prohibitive.

Pupils could be asked:

1. To prepare a list of products farmers might raise when they must sell to a local market and another list if they could sell to a larger market

2. To list the possible differences between transportation needed for a local as opposed to a larger market

3. To compare jobs or workers needed to farm for a local market compared with a larger market

These activities may help pupils to understand that when farmers were forced to sell to a local market they tended to raise a variety of subsistence crops. When interstate commerce was controlled by the federal government, they could specialize more in cash crops and thus require jobs with a different emphasis.

ACTIVITY TITLE

BUCKLES AND BOWS

Job Families

Manufacturing, Distribution

Period in History

(1790-1820) 1790

Resources or Materials

Different types of shoes

Related Disciplines

Home Economics

Type of Objective

Cognitive--2.00

Objective

Given an essay to write, pupils will be able to identify two reasons for changing shoe styles, several products needed to make a shoe, and several types of jobs or job families dependent on changing shoe styles.

Description of Activity

In the year 1790, high heels went out of style in the new country. They were replaced by a sandal-like footwear; bows and ribbons replaced buckles on shoes. Some pupils could be asked to bring shoes to class which have gone out of style. The class could be asked to examine some shoes. Questions such as the following could be raised by the teacher.

1. Does the style of shoe worn by Americans tell anything else about the history of the times? How are the styles of 1790 different from today?

2. What products or materials are used in making shoes? What other materials might be used?

3. How are shoes made? What jobs would not exist if everyone went without shoes?

Some pupils might be asked to visit a shoe factory if the visit can be arranged by the teacher. Upon returning, reports could be given on the process of making shoes, materials used, and observations of jobs which are needed.

ACTIVITY TITLE

WRITING FOR PROFIT

Job Families

Professions, Business

Period in History

(1790-1820) 1790

Resources or Materials

Related Disciplines

English

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to identify at least two reasons for continuing the copyright act and patent laws.

Description of Activity

Ask a pupil to write a poem on this early period in our nation's growth. When the poem is read, ask if the pupil wants to sell it. Indicate that you could use it without buying it because it has not been copyrighted. Engage the class in a discussion on some of the following questions:

1. Why was the first United States Copyright Act (1790) important?

2. What types of jobs are dependent on these protections? What jobs are indirectly dependent on maintaining copyright protections?

3. Would your classroom history book be the same if this protection were not provided?

4. Who is given credit for initiating the copyright legislation in our country?

The first patent law was passed in the same year. Pupils could explore similar questions concerning career implications of this law.

ACTIVITY TITLE

FINE FURNITURE COMES TO EARLY AMERICA

Job Families

Construction, Business

Period in History

(1790-1820) 1790

Resources or Materials

Pictures of Duncan-Phyfe or other fine furniture

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.00

Objective

Pupils will be able to indicate two skills in furniture construction that are necessary to make fine furniture. They will be able to relate that success in business is determined by more than the place or time in which the business is started.

Description of Activity

Ask one or more pupils to obtain information on the life and work of Duncan Phyfe. Try to obtain pictures of some of his furniture. Some of the following questions might be explored for further understanding.

1. Why was the Scotch immigrant able to achieve success in this country?
2. Did Phyfe sell his furniture to everyone?
3. What types of skills are needed to construct fine furniture?
4. How did Phyfe's prices of $25.00 for a chair and $300.00 for a table compare with today's furniture prices?
5. If you were starting a furniture manufacturing business, what types of workers would you need today?

ACTIVITY TITLE

SOMETHING BETTER TO WALK ON

Job Families

Manufacturing, Distribution, Agriculture

Resources or Materials

Carpet samples

Period in History

(1790-1820) 1791

Related Disciplines

Home Economics

Type of Objective

Cognitive--1.24

Objective

Given a list of possible values of carpeting in American history, pupils will select those indicating the effects of standard of living on living style, jobs provided, and utilization of resources.

Description of Activity

In 1791 William Sprague started the carpet industry in Philadelphia. The early efforts were aimed at specializing in Turkish and Axminster carpets.

The teacher could ask the class for volunteers to obtain an old piece of carpet to bring to class. If possible, more than one old carpet sample could be obtained. Pupils could examine the samples and explore the following questions:

1. What homes during this period were a possible market for carpet sales?

2. What does the quality of carpet in homes tell us about a historical period?

3. From examining a piece of carpet, what observations can you make about how carpets are constructed?

4. What types of materials are needed to make a carpet? What jobs are needed to produce these materials?

5. What types of jobs are needed to make, clean, and repair carpets?

ACTIVITY TITLE

ORGANIZING TO EXPRESS POLITICAL VIEWS

Job Families

Professions, Service

Period in History

(1790-1820) 1792-1796

Resources or Materials

Pictures, buttons, hats, and other political campaign paraphernalia

Related Disciplines

Type of Objective

Cognitive--1.12 and 6.00

Objective

Pupils will indicate the types of volunteer and paid jobs available to those who want to work in politics. They will be able to indicate more than one important effect of the two-party system on American history.

Description of Activity

By the end of Washington's second term as President, the nation had organized into two political parties. These parties were called the Federalists and the Republicans. Later the names were changed, but the custom of two main political parties remains today.

The teacher may wish to have the class explore the reasons two political parties were formed. Some pupils might be asked to make a list of ways America would be different without the two-party system. Other pupils could prepare a campaign speech made by politicians in 1800 compared to campaign techniques today.

Some pupils might explore with local political party headquarters the types of help citizens can provide in campaigns. Other pupils could research and report to the class the types of jobs and careers available in local, state, and national politics. Help in obtaining data for job descriptions could be obtained from the library, local party headquarters, politicians, or neighborhood political workers.

One or more pupils may wish to report to the class a brief study of third party movements in American history. The class may wish to discuss why third parties were formed and possible reasons for their inability to attract large numbers of voters.

ACTIVITY TITLE

A STRIKE IN THE LEATHER GOODS INDUSTRY

Job Families

Manufacturing

Period in History

(1790-1820) 1794

Resources or Materials

Leather objects

Related Disciplines

Art, Industrial Arts

Type of Objective

Cognitive--1.12 and 5.00

Objective

Pupils will be able to indicate this strike as an example of employees organizing to improve their pay. They will also be able to compare several differences in the leather goods industries of the 1700's and today.

Description of Activity

In 1794 one of the earliest unions was formed in the United States. It was called the Federal Society of Journeymen Cordwainers. The union was organized to improve the wages of leather goods makers and shoemakers in Philadelphia. Soon after it was organized, a successful strike was held.

The teacher might wish to bring some hand and machine-made leather goods to class for this activity. Pupils might be asked one or more of the following questions:

1. What were the working conditions of the early factories in America?
2. Why were children often found working with their mothers and fathers in the same factory?
3. How are leather goods made today? What raw material is used? Are the goods satisfactory?
4. How do you think the strike of the cordwainers was accepted?
5. What types of beginning and advanced jobs are available to a young person interested in making leather goods? Are there any jobs available locally? If not, where are they most likely found?

The teacher may wish to contact the Tanner's Council Research Lab of the University of Cincinnati for up-to-date information on research in this industry.

ACTIVITY TITLE

CURTAIN GOING UP

Job Families

Professional

Period in History

(1790-1820) 1794

Resources or Materials

Movie on late eighteenth century

Related Disciplines

English

Type of Objective

Cognitive--3.00

Objective

Pupils will be able to indicate at least three ways in which theater presentations are affected by the period in history in which they are presented.

Description of Activity

The city of Boston had prohibited the performance of plays for forty-four years, but the law was finally repealed in 1794. Under the management of Charles Powell, the Boston theater was again opened.

Pupils could be shown a film depicting life in this period. One pupil could be assigned the task of finding out what type of plays were performed in the late eighteenth century and early nineteenth century. Some pupils might be interested in developing a skit, drawing illustrations, or constructing props for a play in this historical period.

The teacher might be interested in discussing the activity with the class by raising one or more of the following questions:

1. Why do you believe plays were banned in Boston in the last half of the eighteenth century? Why was the law changed?

2. Were the eighteenth century actors full time actors or did they do something else for a living? How are actors today different?

3. How do you believe the types of plays of the eighteenth century compare with those today?

4. List all of the jobs you can think of which are dependent on the theater industry today. Which of these would you most enjoy doing?

5. Would you object if live plays in the local community were replaced with television plays? Why?

ACTIVITY TITLE

MASS PRODUCTION OF PARTS

Job Families

Manufacturing

Period in History

(1790-1820) 1798

Resources or Materials

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--1.23 and 3.00

Objective

Given a list of objects, pupils should be able to indicate which are made with standardized parts. They should also be able to tell some ways American history would have been different without standardized parts and indicate some jobs which are available in this field today.

Description of Activity

Eli Whitney gained a government contract in 1798 to produce 10,000 weapons in two years. In order to meet the contract he developed the principle of interchangeable or standardized parts. He then built machines to produce mass quantities of each part.

Pupils could be asked to draw a picture of a useful invention which to their knowledge has never been made. They could then be asked what they would do if they had to make one thousand of the objects. Could they be made by hand? Why?

The class might wish to study or visit one of Cincinnati's machine tool industries. After the study or visit, some of the following questions might be asked in class discussion:

1. How did the development of the idea of standardized parts affect the way people lived at different periods in history?

2. What types of jobs developed which were not available before the development of standardized parts? Are these good jobs? Why?

3. What types of objects are still made by hand today? Will these ever be mass produced? Why?

4. Can a high school graduate get a job making machine tools? What training might be needed? What pay and working conditions might be expected?

5. Could today's complex technological society exist the same if parts could no longer be standardized?

ACTIVITY TITLE

THE LIBRARIAN

Job Families

Professions

Period in History

Sectionalism
1820-1860

Resources or Materials

School Library
Branch Library

Related Disciplines

English

Type of Objective

Cognitive--2.00

Objective

Pupils should identify and describe three or more jobs and services provided by libraries today.

Description of Activity

Many libraries were opening across the United States during this period. Pupils could contrast early library jobs and services with those of today. Additional activities might include:

1. Visit the school library and have the school librarian explain her job--qualifications, requirements, objectives, related fields, duties.

2. Visit the local branch library and note the role of the public librarian.

3. Obtain copies of audio-visual and library periodicals for display. Pupils may compile a list of in related fields.

4. Obtain a computer information specialist to speak to the class about jobs and changes projected in libraries in the next decade.

ACTIVITY TITLE

SOUTHERN LABOR--THEN AND NOW

Job Families

Agriculture

Resources or Materials

Model Map
Cardboard

Period in History

Sectionalism
1820-1860

Related Disciplines

Type of Objective

Cognitive--2.20

Objective

Pupils will construct a Southern farm today and in the middle 1800's. They will indicate two ways in which new products have improved the farmer's income stability.

Description of Activity

In the early days, the South believed it necessary to utilize slave labor on plantations. Cotton was king.

Cotton is still a major product of the South--but produced without slave labor. How has this been accomplished?

1. A group of pupils make a model of a plantation and create cardboard cut-outs to represent various workers. The job of each is explained.

2. Group No. 2 makes a comparative model of a Southern farm today using cut-outs to explain today's farm workers.

3. Discuss: What has helped the South's agriculture?

ACTIVITY TITLE

THE PHARMACIST

Job Families

Professional

Resources or Materials

Pharmacy bottles
Pictures

Period in History--1852

Sectionalism
1820-1860

Related Disciplines

Science

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to list three or more contrasts between pharmacy today and the early 1800's.

Description of Activity

Collect a grouping of pictures and bottles concerning pharmaceutical activities from Egyptian days, Greek, Roman, Indian, and on through history to present times.

Explain or have a speaker on the role of pharmacist and pharmacy today (training, job requirements, and compensation).

One or more pupils could research and report to the class changes in the career since witch doctors, herb treatments, medicine men, and apothecaries. Another pupil might wish to describe the jobs and problems of the drug industry today which supplies medicine to the pharmacist.

ACTIVITY TITLE

EARLY CLOTHING MANUFACTURING VS. MODERN CLOTHING MANUFACTURING

Job Families

Manufacturing

Resources or Materials

Maps, Posters

Period in History

Sectionalism
1820-1860

Related Disciplines

Home Economics

Type of Objectives

Cognitive--2.20

Objective

Pupils will be able to compare techniques in early garment factories with the modern plant.

Description of Activity

Textile mills were one of the earliest phases of manufacturing in the United States, with the mills centering primarily in New England. This was one of the first major areas of female employment outside of the home and personal services.

1. Divide pupils into various groups.

2. Group No. 1 will work with posters. Draw an early neighborhood, showing the factory in relation to the homes of the workers. Another map will develop the floor plan of an early garment factory. A third map of the United States will show the location of the garment industry in the 1960's; another will show location of the same in the 1800's.

3. Group No. 2 will prepare a list of the occupations found in the early mill, and a list of occupations found in today's mill.

4. Group No. 3 will prepare models or pictures of early equipment and the same of modern equipment.

5. A field trip to a local clothing company might be beneficial to finalize understanding on the part of the pupil.

ACTIVITY TITLE

BANKING

Job Families

Business, Professional

Resources or Materials

Speaker, Field trip

Period in History

Sectionalism
1820-1860

Related Disciplines

Mathematics

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to contrast banking activities of the early 1800's with those today. They will be able to describe three or more jobs available in the banking industry today.

Description of Activity

Role Playing

Pupils set up a miniature bank in the rear of the room. Pupils assume various roles--teller, bookkeeper, accountant, etc. They present the various activities of the bank--depositing money, withdrawing money, and applying for a loan.

One pupil reports on banking activities--how banks make a profit.

Arrange a field trip to one of the local banks. Most local banks are quite happy to arrange tours.

One pupil could report on the description of banking activity between 1820 and 1860.

ACTIVITY TITLE

THE TELEGRAPH

Job Families

Services

Resources or Materials

Western Union Telegrams (Blanks)

Period in History

Sectionalism
1820-1860

Related Disciplines

English and Science

Type of Objective

Cognitive--3.00

Objective

Given a blank telegram, pupils will write a message in fifty words which indicates the contributions to societies of this form of communication; two or more jobs in the industry will also be mentioned in the telegram.

Description of Activity

The telegraph was invented during this period. Among the activities which might be useful in discussing this invention are:

1. A report by a pupil on Samuel F. B. Morse
2. A diagram by a pupil of the early telegraph and the early telegraph system
3. A report on Cyrus Field and the laying of the underwater cable
4. A field trip to Western Union to enable pupils to see the actual operation and some of the jobs available
5. Writing telegrams in English class or social studies

ACTIVITY TITLE

REGIONAL OCCUPATIONS

Job Families

All

Resources or Materials

Wall Map

Period in History

Sectionalism
1820-1860

Related Disciplines

Type of Objective

Cognitive--3.00

Objective

Given a map of the United States, pupils will identify three or more jobs common to one geographic region in the mid-nineteenth century. They will also list two ways in which geographic location affects occupations in today's job market.

Description of Activity

Pupils should be asked to construct a wall map showing occupations of New England, the South, Midwest and West. The following questions might be asked in a class discussion:

1. What differences exist in occupations between sections of the country during this period?

2. Why were there geographical differences in jobs?

3. To what extent are jobs in various sections of the country different today? Why?

ACTIVITY TITLE

LUMBER AND FURNITURE

Job Families

Manufacturing, Distribution, Business

Period in History

Sectionalism
1820-1860

Resources or Materials

Wood samples
Picture displays

Related Disciplines

Science
Industrial Arts

Type of Objective

Cognitive--2.20

Objective

When shown pictures of furniture or wood samples, pupils will identify two or more jobs available in the furniture and lumber business.

Description or Activity

1. Collect pictures of furniture in 1800's and 1960's.

2. Collect samples of wood from lumber companies. Make a display map to show areas of growth of various types of lumber. Also, show geographical areas of furniture production.

3. Explain means of transport and conversion, utilizing this to point out the many jobs involved.

ACTIVITY TITLE

BUILDING

Job Families

Construction

Resources or Materials

Models

Period in History

Sectionalism
1820-1860

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--5.20

Objective

Pupils will construct a model of a home from the early 1800's and contrast the differences in worker specialization with those in today's homes.

Description of Activity

Build a model of an early home and describe the type of construction.

Compare this with today's home, emphasizing the different workers and the role played by each in building a home. Some examples of the specialized workers used today include: carpenters, bricklayers, plumbers, electricians, roofers, iron workers, and painters.

ACTIVITY TITLE

NEWSPAPER WORK

Job Families

Professions, Business, Distributing

Period in History

Sectionalism
1820-1860

Resources or Materials

Daily newspapers, field trip or speaker

Related Disciplines

English, Industrial Arts

Type of Objective

Cognitive--5.20

Objective

When provided the opportunity, pupils will construct a newspaper reflecting life in the nineteenth century. They will then make comparisons between newspaper occupations of that period and those of today.

Description of Activity

Newspapers began a great development during this period of history--they sprang up all over the country. Some were simply hometown papers, others became prominent nationwide. Others proclaimed a cause, such as "The Liberator." This activity will be helpful in pupil understanding of the role of the newspaper in early society, and today's world, and the many jobs offered in the field of newswriting.

1. Assemble a display of various newspapers such as city-wide newspapers, community papers, school papers. Also collect sections of papers such as news, editorial, advertisement, women, cartoons, and sports.

2. Select a year in history and plan one edition of a newspaper around it. The teacher appoints or the class selects one editor to guide entire paper, and an editor for each section of the paper. The class is divided into groups to be the various staff members. The paper should be assembled and turned over to the printing department of their school.

3. Compare workers of early papers--reports, business managers, advertising, and sales--with the complexity of today's papers.

4. Plan a field trip to one of the major newspapers of Cincinnati.

ACTIVITY TITLE

LAND SPECULATION AND TODAY'S REAL ESTATE

Job Families

Professional

Resources or Materials

"Monopoly" game

Period in History

Sectionalism
1820-1860

Related Disciplines

Type of Objective

Cognitive--3.00

Objective

Pupils will be able to write an essay indicating two or more ways in which land speculation affected our nation's growth. Included in the essay will be descriptions of two jobs which still provide opportunity for pupils.

Description of Activity

1. Discuss what is meant by "land speculation." Explain how land companies operated in the middle of the last century.

   Compare this occupation with that of today's realtor, including methods of selling.

2. Bring a "Monopoly" game to class. Ask one or more pupils to explain how it is played. The teacher may wish to compare the concepts taught by this game with the real world of land speculations, financing, real estate, and the related occupations.

ACTIVITY TITLE

EARNING A LIVING IN POLITICS

Job Families

Professional (Public Service)

Period in History

1860-1865--During the period leading into and during the Civil War

Resources or Materials

Posters, charts, platforms, pictures, Red, white, and blue trim decorations

Related Disciplines

Type of Objective

Cognitive--2.20

Objective

Given the task of contrasting the job of politicians today with that during the Civil War, pupils will indicate at least three differences.

Description of Activity

Politicians--during the Civil War

1. Have a panel discussion or debate on the significance of the Lincoln-Douglas debates. Have the participating pupils compare the jobs of politicians of that day with those of today. How do the television debates of today compare with the Lincoln-Douglas debates?

2. Have a pupil compare the job of the President in this period of the 1800's with the job of the President today, especially when one has been President during a declared war and the other during an undeclared war. Bring in such issues as foreign affairs.

3. The job of a diplomat serving under the above circumstances could be discussed. Each pupil could report on one of the following: language, dress, and "cloak and dagger" activities of the several countries included.

ACTIVITY TITLE

TEACHING DURING THE CIVIL WAR

Job Families

Professional

Resources or Materials

Posters, pictures of the first classroom, the teacher

Period in History

Civil War
1860-1865

Related Disciplines

English

Type of Activity

Cognitive--1.22

Objective

After a skit portraying Civil War schoolrooms, pupils will be able to identify orally at least three improvements in education which make teaching a desirable career.

Description of Activity

Have a group of pupils participate in a role playing activity, portraying the teacher facilities, topics discussed, and the pupils as found in the first one-room school houses. Have a recorder for the group do research on development of education during this period of the 1800's.

Before the group presents the skit, have the recorder give the rest of the class background information on the first developments in elementary education, the appearance of the first grade, and the acceptance of kindergarten teachers.

ACTIVITY TITLE

AID FOR THE ILL

Job Families

Professional
(Nurse and clinic specialists)

Period in History

Civil War
(1860-1865)

Resources or Materials

Related Disciplines

Home Economics
Health

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to list three or more ways in which improvements in clinics and nursing have improved life for Americans.

Description of Activity

Have class members organized into two groups, with members role playing in their respective groups (after research), the first children's clinic that was organized in New York. Have members portray distraught parents finally getting help from this clinic. Something may be done to up-date, possibly to the time when Cincinnatian Dr. Sabin introduced his polio vaccine.

The second group will depict the struggle of the nursing profession and the gainful results and satisfactions in the growth of the profession.

ACTIVITY TITLE

CIVIL WAR CLOTHING CONSTRUCTION

Job Families

Services
(Dressmaker and Tailor)

Period in History

Civil War
1860-1865

Resources or Materials

Encyclopedias, Magazines,
Pictures

Related Disciplines

Home Economics

Type of Objective

Cognitive--1.25

Objective

Pupils will be able to write one or more steps involved in making an article of clothing.

Description of Activity

During the Civil War, especially in the South, people had to begin making their own garments as no manufactured goods were coming from the North. Have some girls show, with illustrations, how simple clothing was made then. Perhaps they could bring articles of the cloth used in that day. Perhaps they could bring pictures from magazines or encyclopedias to show different styles of clothing.

ACTIVITY TITLE

"CIVIL WAR CAREERS DAY"

Job Families

All

Period in History

Civil War
1860-1865

Resources or Materials

Resource persons identified with jobs below

Related Disciplines

Type of Objective

Cognitive--1.12

Objective

Pupils will be able to describe three characteristics of two jobs which began during the Civil War.

Description of Activity

Some of the jobs which began or expanded during this period included: Barber, Telegraph Operator, Investor, Printer, Department Store Worker, Advertising, Publisher, and Fire Fighter.

In this setting covering a special day, two full periods would be allocated to staging a limited "careers day" for a teacher with two eighth grade classes. After some introduction to the purpose and objectives of a careers day, the resource persons would be introduced for brief sessions, and then each pupil could rotate around until he has covered at least three. Then a final session with conclusions and references about how they have grown and are available today would be helpful.

ACTIVITY TITLE

"JOB RESEARCH DAY"

Job Families

All

Period in History

Civil War
1860-1865

Resources or Materials

Research cards and School Library

Related Disciplines

Type of Objective

Cognitive--3.00 and 1.10

Objective

Pupils will demonstrate the use of at least two library research skills. They will also indicate two jobs which have declined or disappeared since the Civil War.

Description of Activity

Arrange in advance a day for classes to have use of the school library for one period. Then the day before, have pupils bring research cards to class, and after some discussion of Civil War jobs have them select at least two to research. Included would be: pattern makers, designers, railroad workers, tennis player, church administrator, transit construction workers, cannery workers, coopers, publishers, oil salesmen, politicians, oil well (drillers), farmers, government workers (Department of Agriculture), engravers, race drivers, and tannery workers.

The day following ask each pupil to make a summary statement of his research, and read it to the class. If a copy of the local census for 1860 could be obtained, this would furnish original source information which would be valuable in research and making comparisons with jobs today.

ACTIVITY TITLE

THE CIVIL WAR BRINGS NEW FORMS OF WORK

Job Families

Professional Semi-Professional, Mechanical and Manufacturing

Period in History

Civil War
1860-1865

Resources or Materials

Poster Materials, Charts, Printed and Pictorial Views

Related Disciplines

Type of Objective

Cognitive--2.00

Objective

When presented a list of occupations, pupils will identify those which expanded during the Civil War. They will also indicate one or more ways in which two of these occupations have changed.

Description of Activity

Careers expanding in this era: writers, song writers, union organizer, ship builders, professional athletes (baseball).

There are a number of "first-ever" careers in this period. Pupils might divide themselves up into groups and develop a series of skits portraying the first in personal services, first in entertainment, the first in labor, and so forth. Then conclude the activity by having research poster charts with time lines showing changes in these careers in the past century.

ACTIVITY TITLE

"THE MAIL MUST GO THROUGH"

Job Families

Public Service (Postal Worker)

Period in History

Civil War
1860-1865

Resources or Materials

Placards, Maps, Animated Pony Figures, Mailman's Uniform, Mail Bag, etc.

Related Disciplines

Type of Objective

Cognitive--4.00

Objective

Given a Civil War or current day map, pupils will be able to follow a route and interpret map symbols. They will also be able to list three differences in jobs between Pony Express riders and today's postal workers.

Description of Activity

Pony Express--Mailmen

1. Have a group of pupils research and make a large map of pony express routes carried out in this period of the 1800's. Have them present by charts and maps the development of the routes, and their growth from then to the modern mail system.

2. Set up imaginary stations showing the various other related occupations and facilities that make the pony express rider and today's postal worker a success. One or more pupils could report to the class on the characteristics and opportunities of jobs in this field today.

ACTIVITY TITLE

A CIVIL WAR DIARY

Job Families

Professions, Services

Period in History

Civil War
1860-1865

Resources or Materials

Films on the Civil War

Related Disciplines

English

Type of Objective

Cognitive--2.00

Objective

At teacher request, pupils will be able to write a short accurate diary entry of a Civil War soldier.

Description of Activity

Have a few boys write a short diary describing their life as a soldier, each having a different assignment during the Civil War. Have some be parties of both sides. Use slang, sectional phrases, and a little of their civilian pursuits (jobs), or how their military assignments might lead to different civilian pursuits afterwards.

Have at least one pupil on each side portray in his diary some of the controversial nature of war. There might be also some experience of recruiting portrayed and a comparison of methods and ways of recruiting during the Civil War with those of today.

ACTIVITY TITLE

KEEPING THE PUBLIC INFORMED

Job Families

Business (Reporter)

Period in History

Civil War (1860-1865)

Resources or Materials

Newspapers

Related Disciplines

English

Type of Objective

Cognitive--4.10

Objective

Pupils will be able to list at least three duties of a newspaper reporter, and indicate one or more reasons why his reporting may not contain all the facts of an incident.

Description of Activity

Reporter

Have several groups assigned to develop a dummy newspaper, with at least two within the group assigned as reporters, and the others engaged in producing the finished product. Have them cut up or cut out headlines, titles, paragraphs, even pictures that describe a story, event, or activity worthy of being reported.

A second group could take each article and point out in conclusion the historically based facts. This group might be interested in comparing some stories described in newspapers on microfilm in the public library with their textbook's account of the Civil War.

ACTIVITY TITLE

"SIGN UP" NOW

Job Families

Services
(Military)

Period in History

Civil War (1860-1865)

Related Disciplines

Resources or Materials

Costumes (uniforms), Recruiting materials, Posters, Pamphlets

Type of Objective

Cognitive--1.10

Objective

When requested, the pupils will be able to give three advantages of a career as a soldier.

Description of Activity

Set up a recruiting booth and have several recruits in for an interview. Have a convincing sales job made on recruits resulting in two of them signing up for the job of bugler or an orderly in the officer's quarters. The activity could be concluded by bringing the many good features resulting from faithful service and duty to one's country.

One pupil could report to the class on "A Day in the Life of a Soldier" during the Civil War and today. This could include differences in pay, food, jobs, clothing, and general living conditions.

ACTIVITY TITLE

SPORT INVENTIONS AND JOBS

Job Families

Service and Manufacturing (Sports)

*Resources or Materials

SRA File on Occupations--Encyclopedia of Sports--World Almanac

Period in History

1865-1876

Related Disciplines

English, Industrial Arts, Physical Education

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to list and describe how sport inventions between 1865-1885 have caused new jobs to develop in our country.

Description of Activity

1. Every invention or idea that takes a hold in a society has an impact on occupations. Discuss with the pupils how baseball with its players demanding newer and better equipment led to new industries and occupations (gloves, bats, catcher's mask, etc.).

2. Make a list of the major baseball teams and leagues. Attendance records could be gathered from materials in the library in order to show how baseball is a big business as well as a leisure sport. High-salaried players might extend student interest.

3. The above could be used with football and basketball as well.

4. Films related to the various sports are plentiful in the Cincinnati Public Library.

5. Invite a member of the Cincinnati Reds, the Cincinnati Bengals, or the Cincinnati Royals to class. Maybe he could discuss the training and qualifications needed for a professional sport.

6. Business careers also exist in sports. Allow the pupils to discuss these as they gather information from the SRA File and Career Desk Top Kit.

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*Additional resources: Pictorial History of American Sports--J. Durant and O. Bettman.

ACTIVITY TITLE

REDUCING ANTI-SOCIAL BEHAVIOR

Job Families

Service
Law Enforcement Officer

Period in History

1865-1878

Related Disciplines

Science, English, and Mathematics

Resources or Materials

Films, Resource Officer, School Library, Almanacs, Encyclopedias, Newspapers, and Periodicals

Type of Objective

Cognitive--1.22

Objective

When asked to compare law enforcement work of today and a century ago, pupils will indicate at least one social or economic development which has affected the roles performed (e.g. capital accumulation).

Description of Activity

1. Pupils should be led in a discussion over the following:

   a. In our form of federal political system we have different levels of law enforcement--local, state, federal, private, and public. Name them. What does each do? (Some examples are: The FBI, State Patrol, City Policeman, County Sheriff, Penitentiary Guards, Bank Guards, and Narcotics Agents.)

   b. Why is it difficult for some Americans to realize that the law enforcement officer is on the side of justice and righteousness?

2. Ask the police resource officer to visit the class and discuss his role in the schools.

3. Several films are available on police training and police enforcement from the Division of Resource Services.

4. Have pupils report on crime statistics-felonies. How does this year relate to 1969? What crimes are on the increae? Which crimes are on the decrease? Has the United States Attorney General taken any recent action against the "professional" crime organizations?

5. Ask a group of pupils to prepare a chart comparing the similarities and differences of law enforcement work in the 1870's with law enforcement in the 1970's.

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ACTIVITY TITLE

FARMING IN OHIO

Job Families

Agriculture

Resources or Materials

Ohio history, text, Ohio Almanac, and films No. 594 and 5569 from the Division of Resource Services

Period in History

Ohio in Reconstruction
1865-1885

Related Disciplines

Industrial Arts, English, Science, and Mathematics

Type of Objective

Cognitive--1.12

Objective

Pupils will be able to describe at least four characteristics of the job of farming a large Ohio farm.

Description of Activity

1. Films to be shown on farming can be obtained from the school system's Division of Resource Services or from an outside source, if previewed. Two outside resources include:

   a. "Day at the Fair"--11 minutes. Available from Indiana University Audio-visual Center, Bloomington, Indiana

   b. "Life on the Modern Farm"--17 minutes. Available from State Department of Education, Columbus, Ohio

2. A desk map should be done by each class member, listing Ohio's main food products.

3. Pupils should be given a choice of sketching or cutting out pictures of modern farm equipment. Label the same and put in a notebook or scrapbook.

4. Pupils should be led in a discussion of the following:

   a. How do you account for the decrease in farm population?

   b. Why has farming become "big business"?

5. Pupils can make oral reports to the class on crop production, livestock inventory, milk and egg production. The Ohio Almanac has this information.

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ACTIVITY TITLE

SCHOOLS AND COLLEGES DURING RECONSTRUCTION

Job Families

Professions (Education)

Period in History

1865-1885

*Resources or Materials

Textbook, Ohio History books, Professional Career Kit

Related Disciplines

English, Science, Industrial Arts, Mathematics, etc.

Type of Objective

Cognitive--2.20

Objective

Pupils will identify three or more ways schools and colleges started in the Reconstruction period affected the way people lived. They will be able to describe jobs affected by this development.

Description of Activity

1. Allow the pupils to make lists of different schools from yellow pages of the telephone directory. Classification of schools should include elementary, junior high school, senior high school, business colleges, technical schools, and universities.

2. Contacts could be made with a representative of a number of the schools to speak on the programs offered to high school graduates (tuition requirements and curriculum).

3. Brochures could be obtained from universities and colleges in the immediate areas for bulletin board displays.

4. Questions for discussion:

   a. What school should I choose?

   b. How much is the program?

   c. How many years must I attend?

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*Additional resources: Local commercial schools and specialty schools, i.e. music, dancing, ballet, beautician.

d. After I graduate, which occupation or profession would I be qualified to enter?

e. How did the schools and colleges affect life in this historical period? How do these same schools and colleges affect life today?

ACTIVITY TITLE

HELPING THOSE WHO ARE SICK

Job Families

Professions (Medicine-Scientific Research)

*Resources or Materials

Textbook, Films, Encyclopedia of American Facts and Dates, Local hospitals

Period in History

1866-1885

Related Disciplines

Home Economics, General Science, and English

Type of Objective

Cognitive--2.20

Objective

When asked to explain how improvements in medical knowledge and occupations have affected health, pupils will be able to contrast health services during Reconstruction with present-day services.

Description of Activity

1. Pupils might assemble pictures of the many different personnel on the staff of any modern hospital. Members of the class could label the pictures and place them in a careers' notebook (doctor, nurse, dietitian, X-ray technicians, aides, etc.).

2. One pupil could phone or write to several hospitals in the Greater Cincinnati area requesting job opportunity information. Perhaps a bulletin board display or oral reports could be developed from information gathered.

3. The classroom teacher could point to many firsts during this period of history, such as the first tuberculosis sanitarium, state boards of health, and new medical disciplines. (See Encyclopedia of American Facts and Dates.)

4. Newspaper want ads contain many job openings for nursing and hospital help. Ask pupils to clip out the ads and put them into a career notebook.

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*Additional resources: Visiting physician or nurse
Health Career Kit

ACTIVITY TITLE

FIGHTING FIRES IN THE CITY

Job Families

Service (Fire Department)

Period in History

1866-1878

*Resources or Materials

Industrial Career Kit
Desk Top Career Kit

Related Disciplines

Industrial Arts, Science, English

Type of Objective

Cognitive--1.12

Objective

Pupils will be able to describe several fire department jobs and explain how disastrous fires in several cities prompted the public to request better housing codes and better fire departments.

Description of Activity

1. The Cincinnati Fire Department may be requested to send an officer from their Public Relations section to speak to the pupils on the role of the fire department.

2. Pupils may discuss the connection between an efficient fire department and insurance rates on property.

3. Several films are available from local media and visual aid libraries.

4. A representative from the Cincinnati Fire Department can be obtained by contacting their Public Relations Department. A film is available which the department will show to the students.

5. Pupils could make sketches of equipment used by the fire department between 1868-1970. This would be an aid to help them understand improvements made. Some pupils might be interested in a trip to the fire department museum in the basement of the station at Ninth and Broadway.

6. Discuss with the pupils the differences in urban and rural fire departments (efficiency, equipment, and salary).

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*Additional resources: Careers Monograph--published by Institute for Research, Chicago.

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ACTIVITY TITLE

THE IRON HORSE BRINGS JOBS

Job Families

Distribution
Rails, Transit Systems

*Resources or Materials

Textbook--Library References--
Films--Occupational Files

Period in History

1867-1875

Related Disciplines

Home Economics, English, Math, Science, and Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Given a list of railroad inventions and accomplishments in this period, pupils will be able to indicate at least one effect of each on the jobs, travel, and product shipping patterns of people during Reconstruction.

Description of Activity

Some of the important advances by railroads in this period included the first transcontinental railroad, refrigerated cars, pullman cars, and air brakes.

1. List the inventors and inventions that improved railroad travel in our country. Individual oral reports by class members could be given and followed by discussion on the effects of the inventions.

2. Have the pupils collect newspaper clippings of the New York and American Stock Exchanges. A list of the many railroad companies could be accumulated and studied. Perhaps a group could make a bulletin board display of the stocks.

3. The teacher should point out and have the class discuss some of the following:

   a. What effect has the airplane and automobile had on railroad passenger service?

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*Additional resources: Chronicles of America, Yale University Press
Fifty Great Pioneers of American Industry, published by Hammond

b. Has freight service increased or decreased on the railroads, with the increase of interstate truck service?

c. Recent Supreme Court rulings have allowed railroad mergers, even though they interfere with railroad competition. Why?

d. The city of Cincinnati still owns the Southern Railroad. What benefit is this? How does it stand financially today?

4. Pupils should be given a number of railroad occupations--engineer, porter, mechanic, ticket salesman, traffic manager, baggage clerk. These could be studied in detail from the Careers Monograph booklets or SRA file.

5. A number of films are available on railroads in the audio visual exchange in Cincinnati.

ACTIVITY TITLE

CHANGING DEMANDS ON OFFICE WORKERS

Job Families

Business (Office Equipment)

Period in History

1867-1885

Resources or Materials

Lovejoy's Career Guide--SRA File on Occupations--School Library, etc.

Related Disciplines

English, Mathematics, Business

Type of Objective

Cognitive--2.20

Objective

Given a list of office equipment, pupils will identify those available in the Reconstruction period. They will be able to explain how different office machines such as the typewriters have changed the types of jobs available in office work.

Description of Activity

1. Allow a team of pupils to interview several clerical employees in the school office. Have the pupils ask the people interviewed to relate to them their job titles, how they qualified for their jobs, and what main duties they have in their occupations. This group of pupils should then report to the class on their findings.

2. The director of the city of Cincinnati Personnel Department may send a speaker to the schools and give the qualifications and salaries for the occupations related to office work.

3. Two pupils might be given permission to aid the office employees in the school. Have them make a list of the equipment used in the school office and how that equipment increases the efficiency of the office and the school.

4. The typing teacher might be asked to allow the pupils to visit the typing room.

5. The teacher should discuss the following with the class:

   a. Do more women or men find employment in clerical work?

   b. What percent of high school graduates enter the clerical fields?

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c. How does typewriter equipment today compare with equipment used thirty years ago (electric typewriter, dictaphone, tape recorders, etc.)?

d. Compare the different job opportunities in this field with others by doing newspaper want-ad research.

6. Explore the SRA Careers Monograph and other occupation files in the school library.

7. Show related films on subject.

ACTIVITY TITLE

KILOWATT LIVING AND JOBS

Job Families

Service
Manufacturing

Resources or Materials

Library; other classes; films; field trips

Period in History

1869-1880

Related Disciplines

Science; Industrial Arts; English; Mathematics

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to indicate three ways in which the development of electricity changed the lives of Americans and ushered in scores of inventions that depended on electricity.

Description of Activity

1. Plan a trip to the Cincinnati Gas and Electric Company Beckjord Plant. Prepare pupils to observe the different occupations they see.

2. Have pupils write down the appliances used in their homes which run on electricity.

3. Classroom instructor should familiarize himself with the importance of utilities on the stock market exchange. Pupils should do an assignment that includes listing the companies and their stocks, and put these lists in their notebooks under Careers.

4. With permission of the school principal and janitor, several pupils could spend some time on the job with the janitor. The pupils should observe and discuss with the janitor the many things in the school which depend upon electricity.

5. Pupils should visit the industrial arts classes when they are constructing make-believe homes. A vital part of that construction deals with electrical wiring, circuits, and outlets.

6. Sketch or cut out pictures of famous people and inventions that had to do with electricity. A bulletin board display could be made of these. Include electronics, engineering, and other related occupations.

7. A group of pupils might compile a chart comparing how jobs connected with electricity have changed since the nineteenth century.

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ACTIVITY TITLE

WORKING IN THE CITY

Job Families

Business, Distribution, Services, Professions, Manufacturing

Period in History

Urban Living

Related Disciplines

English, Industrial Arts

Resources or Materials

Supplementary text: Your Life in a Big City--Baxter, Marion; Magazines; Paper; Crayons

Type of Objective

Affective--3.2

Objective

After constructing a chart on life and work in a city, pupils will indicate a preference for work and two or more values of work.

Description of Activity

Each pupil could complete a chart using Your Life in a Big City, Chapter I.

What People in the City Do	What People in the City Work for	What Kind of Work City People Do

After completing the chart ask each pupil to illustrate at least one of their list under each category. This may be done by using magazine pictures or hand drawings. Label each illustration. A lesson could then be conducted by raising questions on the differences in pupil responses on the charts.

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ACTIVITY TITLE

NEW APPROACHES TO MARKETING

Job Families

Business and Marketing
(Specialty, General Stores,
Corporations)

*Resources or Materials

Textbooks, Films, Library

Period in History

1870-1879

Related Disciplines

English, Home Economics,
Mathematics, and Science

Type of Objective

Cognitive--2.00

Objective

Pupils will be able to identify the types of stores started in the 1870's and describe at least three jobs which now exist because of this marketing innovation.

Description of Activity

Chain stores, such as "A & P" and "5¢ and 10¢" stores were started at this time in history.

1. Ask pupils to make a list of the local food chain stores visited by their parents. An advertisement could be brought to class by each pupil. Prices, specials, and products might be compared. Notice the "gimmicks" used, such as stamps.

2. Have pupils discuss the advantages and disadvantages of a small neighborhood store vs. a chain store. Prices, convenience, and distance could be compared.

3. Special stores like 5¢ and 10¢, wholesale drugs, and general stores could be evaluated from the standpoint of service rendered and purpose.

4. Catalog and house to house products ordered by catalog should be covered.

5. One or more pupils may wish to research and report to the class how products and jobs in general and specialty stores have changed in the last century. The reasons for the changes could be pursued in a class discussion.

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*Additional resources: Fifty Great Pioneers of American Industry, by Hammond Publishers.

ACTIVITY TITLE

THE PLEASANT REFRESHERS

Job Families

Manufacturing and Distribution

Period in History

1877

Resources or Materials

Films, Occupational Files, Visits to local plants

Related Disciplines

Home Economics, Science, English, and Mathematics

Type of Objective

Cognitive--1.22

Objective

When given the task of explaining the effects of the soft drink invention, pupils will identify jobs and entertainment practices which have evolved.

Description of Activity

A root beer was patented in 1877; emphasize the importance of such, relative to the soft drink beverages.

1. Have pupils make a list of the more popular soft drinks. Labels and advertisements could be brought to class. Ask how the soft drink industry has changed the social and economic activities of people.

2. The teacher could have a discussion over the following:

   a. Variety of soft drinks appeal to people of all ages!

   b. How the bottling industry made gigantic strides with the innovation of soft drinks! (different sizes)

   c. Where do pupils notice advertisements for soft drinks?

   d. Dieting and calories as related to soft drinks!

   e. Government regulations recently have caused restrictions on certain ingredients.

   f. Canned soft drinks vs. bottled soft drinks.

3. Have pupils make a list of distributors and producers of soft drink beverages in the Greater Cincinnati area from the telephone directory.

4. Pupils could be allowed to visit a local soft drink plant to witness first hand the bottling process and production jobs.

5. Pupils should use reference works in the school library to learn about the number of people employed in this industry (Ohio Almanac, World Almanac, Lincoln Library, and others).

6. The classroom teacher might direct a skit, ordering, billing, selling, distributing, and consuming a soft drink product.

7. Pupils should be encouraged to make up ads on posters for the "sake of selling" soft drink products.

ACTIVITY TITLE

DEVELOPING A MODEL CITY

Job Families

Construction, Professions, Business, Manufacturing

Resources or Materials

(See below.)

Period in History

Urban Living

Related Disciplines

English, Mathematics, Industrial Arts, Civics, and Science

Type of Objective

Cognitive--5.20
Affective--3.0

Objective

Given the assignment of constructing a model city, pupils will perform their assigned task. They will also be able to list two reasons for their acceptance of the master plan, which are consistent with its design.

Description of Activity

Class Project: (Projected time of completion--approximately six weeks)

The class should select systematically a geographic location for a model city. The assignment might then be to draw up a city plan for the model city. Some pupils should have different responsibilities, such as transportation, industrial or business facilities, recreational, educational, housing, city services, and cultural facilities. Group leaders should consult freely with the other group leaders in making a master plan. Two-thirds of the class must approve the master plan before it can be accepted.

Resources

1. Resource person--City Planner might visit the class to offer guidelines for the project

2. Resource person--Representative from Model Cities, Cincinnati, Ohio to discuss various aspects of model project

3. Suggested films--Population Patterns of the United States
   Cities: How They Grow
   Cities: U.S.A.
   The Changing City

ACTIVITY TITLE

PROBLEMS OF THE CITY

Job Families

Business, Manufacturing, Profession

Period in History

Urban Living

Related Disciplines

English, Science

Resources or Materials

Air and Water Pollution--Leinwald, Gerald

We Can Save our Cities--Civic Education Service

Type of Objective

Cognitive--5.20

Objective

Pupils will conduct a "mock trial" of a fictitious industry contributing to air and water pollution. After the trial they will be able to identify jobs which might be needed to improve the situation and jobs which might be lost if the industry leaves the city.

Description of Activity

Class Play

Assign pupils roles as industrial leaders, city councilman, interested citizens, public health officials, lawyers. Enact a court scene presenting a case against industry and its contribution to the increasing problems of air and water pollution. Allow enough time for research so that each side may defend its position adequately. There should be an understanding that an indictment against industry does not solve the problem. A working relationship between city government, industry and community citizens toward constructive solutions should be emphasized.

Prior to the play, the class may want to view audio-visual materials on air or water pollution which are available from the Division of Resource Services.

ACTIVITY TITLE

FEDERAL AID TO URBAN AREAS

Job Families

Professions

Period in History

Urban Living

Resources or Materials

Desk maps of Cincinnati, colored pencils, VISTA Speaker

Related Disciplines

English, Science

Type of Objective

Cognitive--2.00

Objective

After receiving information on VISTA job opportunities, pupils will be able to write two or more reasons for such jobs. They will also be able to describe two possible duties of such jobs.

Description of Activity

Assign two groups to write VISTA, Washington, D. C. 20506 to secure information on this organization. The second group should write to a local VISTA office asking about the numbers assigned to Cincinnati, and their locations. These locations should be labeled and colored in on desk maps of the city. Invite VISTA worker into the classroom.

Class discussion might include the following questions:

1. How many areas are assigned to VISTA workers?
2. Are there greater concentrations of workers in certain areas?
3. What kind of housing and business is found in each area?
4. Are these old or new sections of the city?
5. What kinds of services would a VISTA worker provide to these areas? Are they the same or do they differ for each assignment? How do they differ? Why?
6. Does the VISTA worker handle all the needs of the community by himself?
7. In what ways does the VISTA worker utilize all the resources of the community?

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ACTIVITY TITLE

FINDING WORK IN THE CITY

Job Families

All

*Resources or Materials

Brochures from Ohio State Employment Service; Neighborhood Youth Corps; Vocational Planning Center

Period in History

Urban Living

Related Disciplines

All

Type of Objective

Cognitive--2.00

Objective

After role-playing several interviews with employment agencies, pupils will identify three differences between agencies.

Description of Activity

Role Play

Provide a list of agencies and employment services in Cincinnati. Ask several pupils to role play an application and interview for each. Ask the other members to note the differences in the agencies such as:

1. Registration and application procedures
2. Requirements (age and education)
3. Variety of jobs available
4. Types of questions asked in the interview

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*Additional resources: Three Young Men: Job Interview
Three Young Women: Interview

ACTIVITY TITLE

CITY GOVERNMENT

Job Families

Profession

Period in History

Urban Living

Resources or Materials

Cincinnati Government Organizational Chart
The City and Its People--Schwartz

Related Disciplines

English

Type of Objective

Cognitive--1.00

Objective

After hearing reports on city government job descriptions, pupils will be able to match five or more job descriptions with job titles.

Description of Activity

Assign each pupil a different job on the city government organizational chart. Ask him to prepare a short presentation on his duties and responsibilities, preparation for his work and his approximate salary.

Oral reports should be given with the class taking notes. After completion of these, give a "Who Am I?"quiz to the class.

ACTIVITY TITLE

TRANSPORTATION IN THE CITY

Job Families

Marketing, Distribution, Professions

Period in History

Urban Living

Related Disciplines

Industrial Arts

Resources or Materials

Cincinnati City Map (wall size), Crayons, Resource Speaker, Film 2154: Building a Highway, Film 2202: Transportation

Type of Objective

Cognitive--2.30

Objective

When shown a wall map of the city, pupils will be able to indicate three reasons and places where transportation routes have affected the city's growth. They will be able to suggest two possible consequences of not improving the transportation system.

Description of Activity

Using a wall size map of Cincinnati, have several pupils trace the main streets with colored pencil or crayon. Have the class discuss location, direction, businesses on or near these streets. Discuss highway accesses.

Invite a city traffic engineer to speak to the class about Cincinnati transportation problems. Emphasis should be on the number of persons involved in various jobs related to traffic control and transportation in the city.

ACTIVITY TITLE

PREPARING FOR WORK IN THE CITY

Job Families

All

Period in History

Urban Living

Resources or Materials

Cincinnati Telephone Directory

Related Disciplines

All

Type of Objective

Affective--2.0

Objective

Upon teacher request, pupils will obtain information and construct a chart on opportunities and requirements for continuing education.

Description of Activity

Ask pupils to fill in at least five (5) schools under each category. They will find the city directory most useful. Also, as a supplement pupils may use Life in a Big City for a broader list.

Public Trade Schools	Private Trade Schools	Private Specialized Schools	Junior Colleges	Colleges
Manpower Development	Cincinnati Barber College	Cincinnati Art Museum	Raymond Walters O.C.A.S.	University of Cincinnati

After compiling these lists the pupil should write to one under each category requesting information about course offerings, length of time required for completion, and entrance requirements.

UL 7

ACTIVITY TITLE

WHAT INDUSTRY OFFERS TO EMPLOYEES

Job Families

All

Resources or Materials

List of cooperating industries

Period in History

Urban Living

Related Disciplines

English, Mathematics and Science

Type of Objective

Cognitive--2.00

Objective

Pupils will compare and contrast job opportunities in three or more companies. They will be able to make one or more factual statements about each company's training programs, incentives, fringe benefits, and working conditions.

Description of Activity

Have the class contact some of the various cooperating industries and have them fill out the following questionnaire by placing an "X" in the areas of agreement.

	Cincinnati Milling	R. K. LeBlond	Post Office Annex	Sears Roebuck	Shillito's
1. Training Programs					
a. On-the-job training		X			X
b. Shop training program					
c. Employee conferences					
2. Employee Incentives					
a. Wage increases	X				
b. Bonus system					
c. Educational advancement					
3. Fringe Benefits					
a. Hospital and medical benefits			X		
b. Life insurance					
c. Profit sharing					
d. Laundry allowance					
e. Clothing allowance					
4. Working Conditions					
a. Security			X	X	
b. "One Big Family"					
c. Feeling of work					

UL 8

ACTIVITY TITLE

INDUSTRIAL DEVELOPMENT IN THE CITY

Job Families

Manufacturing, Business

Period in History

Urban Living

Resources or Materials

Local business, Cincinnati Chamber of Commerce, Job Facts, National Association of Manufacturers

Related Disciplines

English, Science, Industrial Arts, and Mathematics

Type of Objective

Cognitive--1.10

Objective

Pupils should be able to write one accurate account of a job title, job description, compensation, training, and other requirements needed for a local industrial job.

Description of Activity

1. Secure a list of major industries in Cincinnati from the Chamber of Commerce. (See appendix.) Ask each pupil to write a letter to one industry asking about its product, employment opportunities, training opportunities, salary and educational requirements. A bulletin board map of Cincinnati should be provided so that each pupil might place the name of his company on the map. Display company literature and pamphlets around the map.

2. Assign each pupil to research his company's jobs, setting up a chart which may take this form. Example: Cincinnati Milling Machine Company.

Job Title	Description	Training	Requirements	Pay
Tool and die maker	Constructs, repairs and maintains tools, dies, holding equipment, makes metal molds for die casting and molding plastics, uses a great variety of hand and machine tools.	On-the-job or four to five years apprenticeship.	High school or trade school education preferred. Must pass tests to determine mechanical and mathematical ability, skill in using hands, ability to pay close attention to detail and do precision work.	$2.00 to $3.64 per hour

ACTIVITY TITLE

GROWTH OF CITIES

Job Families

Business, Manufacturing, Profession, Services, Distribution

Period in History

Urban Living

Related Disciplines

All

Resources or Materials

Films

Cities, U.S.A.
Cities, How They Grow

Desk outline maps of the United States

Type of Objective

Cognitive--1.31

Objective

Pupils should identify five or more factors which lead to the growth of cities. They should also give examples of jobs related to the growth of cities.

Description of Activity

Provide a desk outline map of the United States with a list of ten largest cities and their populations. Ask pupils to locate and place these on the map. Suggest reasons why a city might grow. Such examples might include:

a. transportation center

b. trading center

c. good harbor

d. industrial center

e. skilled workers nearby

f. important routes to the city

g. raw materials nearby

h. state capital

i. power nearby

j. climate is mild

k. recreation centers nearby

l. city was started early

While the pupil is looking up each city in an encyclopedia ask him to find out why the city grew. If it grew for a reason in your list, place the letter of that reason next to the name of the city. The pupil may want to add other reasons to the list as would-be researchers.

ACTIVITY TITLE

CITY NEIGHBORHOODS

Job Families

Business, Construction, Profession, Marketing

Resources or Materials

Patterns of the City (Wittenberg), paper, pencils, crayons, rulers

Period in History

Urban Living

Related Disciplines

Science, Industrial Arts, and Mathematics

Type of Objective

Cognitive--4.30

Objective

Given an assignment to map a neighborhood, pupils will identify land uses, structure, and related jobs.

Description of Activity

MAPPING A NEIGHBORHOOD

Ask each pupil to map out a six-block neighborhood to scale. Using a legend, the map should show the following categories:

- Residential
- Commercial
- Industrial
- Public
- Parks
- Vacant

Each building or area should be color-coded to the legend. The class or a group of pupils might be asked to prepare a list of jobs related to the land uses on the city map.

ACTIVITY TITLE

CITY NEIGHBORHOOD PROBLEMS

Job Families

Services, Professions, Business

Period in History

Urban Living

Resources or Materials

Paper, typewriter or mimeograph, stamps

Related Disciplines

English

Type of Objective

Cognitive--6.20

Objective

Pupils will conduct a neighborhood survey, analyze the results, and list three or more ways in which it could be improved. Three existing and three potential job opportunities will be identified.

Description of Activity

Have the class members prepare a questionnaire to be distributed to residents and businessmen in their neighborhood. Suggested categories to be rated might include:

a. sanitation (sewage, garbage collection)

b. sidewalks and roads (condition of)

c. traffic lights

d. street lights and signs (adequacy)

e. schools

f. playgrounds and parks (availability)

g. convenience shopping (availability)

h. housing (conditions)

i. police protection (adequacy)

j. libraries (availability)

Questions should also include provisions for suggested improvements.

Compare results indicating most pressing problems to the least.

Analyze suggestions and add to them.

Determine how the class can take action by such efforts as writing letter to appropriate city departments and agencies, reporting their findings.

a. Parks Department

b. City Maintenance

c. Housing Development Administration

d. Board of Education

e. Department of Public Safety

f. Department of Health and Recreation

g. Department of Public Works

ACTIVITY TITLE

URBAN REDEVELOPMENT

Job Families

Profession

Period in History

Urban Living

Resources or Materials

The City and Its People--Schwartz
City wall map

Related Disciplines

English

Type of Objective

Cognitive--4.10

Objective

After a panel discussion on "Solving Urban Problems" pupils will be able to write an essay containing two or more aspects of a problem, jobs which might improve the situation, and two alternative solutions.

Description of Activity

Panel Discussion

Hold a panel discussion with a moderator on the topic "Solving Our Urban Problems." Discuss urban redevelopment. Members of the panel should represent a city government office dealing with specific problems and how they are being handled. Sufficient time should be allowed for panel members to inquire into these positions and thoroughly research their office's responsibilities. Letter or telephone contacts should be encouraged with city departments.

ACTIVITY TITLE

EXPLORING THE FEDERAL GOVERNMENT FOR JOBS

Job Families

Professional, Business, Service

Period in History

Urban Living

Resources or Materials

Civil Service posters, letters, and pamphlets

Related Disciplines

Type of Objective

Cognitive--1.20

Objective

Pupils will identify the correct steps to follow in obtaining a Civil Service job of their own choosing.

Description of Activity

Listed on the following page are jobs which from time to time are announced by Boards of United States Civil Service Examiners which, because of the absence of high entrance requirements, may be of interest to persons without a college education. Write to your local Civil Service office and ask for the following information on current openings.

1. Job Description
2. Salaries
3. Fringe Benefits
4. Dates of Examinations
5. Other Requirements

(One letter per class)

CLASSIFICATION ACT AND POSTAL FIELD SERVICE POSITIONS	WAGE BOARD POSITIONS GENERALLY, WB-1 Through 4
Clerk-Typist	General Laborer
Bookkeeping Machine Operator	Apprentice or helper
Clerk--GS--1/3	1. Automotive Mechanic
Card Punch Operator	2. Body and Fender Repairman
Office Machine Operator	3. Sheet Metal Worker
Messenger	4. Welder
Teletypist	5. Machinist
Telephone Operator	6. Carpenter
Library Assistant	7. Plumber
Nursing Assistant	8. Painter
Mail Handler	9. Chauffeur
Draftsman	10. Truck Driver

ACTIVITY TITLE

BIG BUSINESS IN CINCINNATI

Job Families

Business, Distribution, Service

Period in History

Urban Living

Resources or Materials

Cooperating industry

Related Disciplines

Art, Mathematics, Industrial Arts

Type of Objective

Cognitive--2.00

Objective

After a visit to a large store, pupils will be able to describe three or more jobs in various departments. They will also be able to compare the services of a large urban store with a smaller rural store.

Description of Activity

Arrange a tour of a large department store or chain store. The tour would include visiting these various departments.

Tour No. 1 - Art Department

Tour No. 2 - Unit Control Department

Tour No. 3 - Stock Department

Tour No. 4 - Catalog Sales

Tour No. 5 - Financing, Credit, and Collections

Tour No. 6 - Sales (Local, domestic, and foreign)

Tour No. 7 - Shipping and Receiving

Tour No. 8 - Maintenance

After the tour the teacher could raise questions about the types of jobs observed, workers interviewed, and the service advantages of living in an urban area.

ACTIVITY TITLE

THE IDEAL CITY

Job Families

Professions, Services, Construction

Period in History

Urban Living

Resources or Materials

Related Disciplines

Industrial Arts, Art, English, Science, and Mathematics

Type of Objective

Cognitive--5.20

Objective

When requested, pupils will be able to write a plan for an ideal city. The plan should include business locations and jobs which will be available.

Description of Activity

The teacher could plan with the class to:

1. Draw up a city plan for the ideal city. Some pupils should be responsible for planning transportation facilities, some for industrial and business facilities, some for recreational facilities, some for educational and cultural facilities, and some for city services. Group leaders should consult freely with each other.

2. Draw up a master list of the various types of jobs which will be available in your city, and then prepare want ads for the local newspapers in order to get the help needed to run your city effectively.

3. Set up a Personnel Office to interview by role playing your applicants for city jobs--water works, highway maintenance, and other city jobs.

ACTIVITY TITLE

WHAT EMPLOYERS WANT FROM EMPLOYEES

Job Families

All

Resources or Materials

List of cooperating industries

Period in History

Urban Living

Related Disciplines

Science, English, Mathematics, and Physical Education

Type of Objective

Cognitive--1.10

Objective

Pupils will be able to identify orally at least three characteristics which all employers want in their employees.

Description of Activity

Send a form to several companies, asking them to list the areas in which proficiency is needed in order to secure employment ("X" in each area).

	COMPANY "A"	COMPANY "B"	COMPANY "C"			
A. Academic Skills						
1. Reading	X					
2. Writing	X					
3. Mathematics	X					
4. Grammar						
5. Spelling						
6. Geography of the United States						
B. Skills and Abilities						
1. Following directions	X					
2. Creativeness	X					
3. Accuracy	X					
4. Sound personal finances						
5.						
C. Personal Characteristics						
1. Cleanliness	X					
2. Pride in work	X					
3. Initiative						

Continued on following page

	COMPANY "A"	COMPANY "B"	COMPANY "C"			
4. Willingness to work						
5. Good grooming						
6. Friendliness	X					
7. Sense of responsibility	X					
8. Alertness						
9. Flexibility	X					
10. Good health						
11. Desire for advancement						
12. Like people	X					
D. Educational Level						
1. Drop-outs accepted						
2. High school required	X					
3. College degree required						
4. Graduate work required						
E. Desired Age						
1. 16-18						
2. 18-21	X					
3. Adults only	X					

ACTIVITY TITLE

CAREERS IN RECREATION

Job Families

Service, Professions

Resources or Materials

Occupational Outlook Handbook

Period in History

Urban Living

Related Disciplines

Physical Education, English, and Social Studies

Type of Objective

Cognitive--2.00

Objective

Pupils will be able to describe three characteristics of three careers in recreation.

Description of Activity

Have various members of the class contact local agencies and request the following information and report to the class.

- After-school programs available
- Summer-time programs available
- Information concerning occupations both within their facility and in the field of recreation generally
- Types and amount of education and training needed
- Additional sources of information

Possible Sources

- Y.M.C.A.
- Y.W.C.A.
- Fenwick
- Cincinnati Athletic Club
- Jewish Community Club
- Emmanuel Community Center
- L. B. Harrison Club
- Cincinnati Recreation Commission (Avon Fields)

ACTIVITY TITLE

EXPLORING CAREERS IN CRIME PREVENTION

Job Families

Service

Resources or Materials

Wall size chart (plain)

Period in History

Urban Living

Related Disciplines

English and Mathematics

Type of Objective

Cognitive--2.00

Objective

Pupils will be able to list two or more index crimes and organizations working to prevent them. In addition, they will be able to write at least three characteristics of a career in police work.

Description of Activity

1. Prepare a wall chart that supplies information on crime in your community. The chart should list all the index crimes, show how many arrests were made, how many convictions were obtained, and what the penalties were.

2. Find out what organizations in your community work to prevent crime. Write a report on the activities of these organizations. End each report by describing how successful these organizations are. Make suggestions on how they might be more successful.

3. When obtaining information from these various organizations, including the Cincinnati Police Department, ask for information regarding career possibilities in each. Information such as educational requirements, age, and previous experience should be compiled for future use.

ACTIVITY TITLE

GEOGRAPHY AFFECTS INDUSTRY LOCATION

Job Families

All

Resources or Materials

Desk outline map of the United States

Period in History

Urban Living

Related Disciplines

All

Type of Objective

Cognitive--1.20

Objective

Given an outline map of the United States, pupils will be able to locate at least two major industry concentrations and one reason for this geographical location.

Description of Activity

Identify major industries of the United States and locate and label them on a desk outline map to indicate area of concentrations.

For example: Automobile industry--Detroit

Lumber--northwest and south

Dairy farming--Great Lakes region

ACTIVITY TITLE

CITY EMPLOYMENT OPPORTUNITIES

Job Families

All

Period in History

Urban Living

Resources or Materials

Films:

Preparing for Jobs of the Seventies
Choosing Your Occupation

Ohio Employment Service (resource)

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to read a newspaper job description and indicate correctly whether they have the necessary skills to request an interview for the job.

Description of Activity

Study "want ads" in local paper. (Pass out classified pages only, not entire newspaper.) Discuss jobs and have pupils complete the following chart about jobs in Cincinnati.

JOBS IN CINCINNATI

Kind of Job	Number of Ads for This Job	Range of Salary	Duties or Qualifications	Experience or Training Required

Make a list of "beginning level" jobs available in Cincinnati. Pupils should check "want ads" for jobs that require little or no experience. Name the qualifications necessary for each job.

Invite a representative from the local Ohio State Employment Service to visit with the class. This person should emphasize "beginning level" jobs available immediately after high school.

UL 21

ACTIVITY TITLE

FRONTIER SETTLEMENT: OHIO AS A TERRITORY

Job Families

Construction

Resources or Materials

Ohio Textbook, History Textbooks, Toothpicks, and Construction Paper

Period in History

1760-1789

Related Disciplines

Industrial Arts

Type of Objective

Affective--2.2

Objective

Pupils will develop an awareness concerning the problems involved in clearing and building a new settlement by participating in building a classroom model.

Description of Activity

With the use of toothpicks, cardboard and construction paper the class should construct a miniature pioneer settlement. The display should be assembled on a large sheet of cardboard. Things which should be included in the display include frontier fort, log cabin, church, and a school.

The class should be divided into work groups--each group should select a supervisor.

- One group will be responsible for designing the settlement (drawings from textbooks of churches, schools, etc.)
- Another group would be responsible for obtaining supplies (toothpicks, cardboard and twigs).
- One group would be responsible for landscaping (shrubbery could be real or artificial).

Each group will be responsible for constructing a certain part of the display. When their job has been completed, another group would obtain the project materials. The last group to work on the project should be the landscaping group.

ACTIVITY TITLE

BOAT RIDE

Job Families

Distribution, Services

Period in History

Ohio History
1763-1789

Resources or Materials

Boat Ride

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.00

Objective

Pupils will list three jobs in river transportation. They will contrast these jobs with work on the river two centuries ago.

Description of Activity

The class should discuss the early means of transportation in Ohio (example: flatboats and canals) and the problems involved in shipping goods. The importance of the Ohio River should also be discussed before taking the class on a boat ride. Regular field trip procedure should be followed in arranging the trip.

When the teacher feels that the class is ready, a boat ride should be arranged with a local boat company. Pupils should be required to make a list of the workers found on the boat and some of the duties of each worker.

To evaluate the tour, have each pupil select one worker from their list and make a report on this worker. Reports should include: training, amount of education required, salary, and occupational outlook.

If a trip cannot be arranged, a film on pleasure or tow boats can provide the setting for questions about opportunities in this industry.

ACTIVITY TITLE

BOUNDARIES AND PLANNING

Job Families

Professions

Resources or Materials

Speakers

Period in History

Ohio History--1781-Present

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to write at least two advantages for zoning codes and city planning.

Description of Activity

Invite a representative from the City Planning Commission to speak to the class on the advantages of good city planning.

The speaker should stress how boundaries are determined and the difference between an incorporated and unincorporated area. The speaker should also explain zoning codes, why certain areas are zoned residential and some business or industrial.

As a follow-up activity, have pupils check the real estate section of a newspaper and bring in ads pertaining to zoned areas.

One or more pupils might be asked to report to the class the differences between early zoning or planning concerns (e.g. Northwest Ordinance) and those of today.

ACTIVITY TITLE

URBAN RENEWAL

Job Families

Construction

Resources or Materials

Ohio Textbook

Film: The Ohio Growth State

Period in History

Ohio History--1788

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will indicate an awareness of jobs which are available in the building trades industry by making a list of four jobs comparable to those needed in settling the frontier.

Description of Activity

Pupils should make a list showing the workers involved in the settling of building of new areas. On one side of the list, the students should list workers involved in opening a new area for settlement and compare this list with workers who are involved in urban renewal.

Example: Workers needed to open Ohio for settlement	Workers involved in Urban Renewal
1. Lumberjacks	1. Wrecking company employees
2. Farmers	a. crane operators b. laborers
3. Merchants	2. Construction workers
4. Cabin builders	a. engineers b. laborers c. carpenters

ACTIVITY TITLE

SELLING REAL ESTATE IN THE 1700'S

Job Families

Distribution, Business, Service

Period in History

Ohio (1790-1820)

Resources or Materials

Classified real estate ads

Related Disciplines

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to contrast the job of real estate salesmen today with early land agents in Ohio. They will also be able to list three effects of land sales on the way Ohio or the United States developed.

Description of Activity

After the Land Ordinance of 1785 and the Northwest Ordinance of 1787, Ohio land was ready for purchase, settlement and government. Soon land offices opened in Marietta and Cincinnati to sell land for settlement in the Northwest Territory.

Ask pupils to bring classified home and other real estate ads to class. Have one or more pupils interview a real estate salesman to determine what his pre-job training and daily work are like.

Plan a role-playing situation where some pupils purchase land at the Marietta or Cincinnati land office in the eighteenth century, and plan another where some pupils are purchasing land for a home, farm, or factory site today.

Ask the class in a discussion:

1. What questions might be asked by the eighteenth and twentieth century land buyers?

2. What laws should a person know who is planning to buy or sell land?

3. How does the job of real estate salesmen today differ from agents in Ohio land offices of the late 1700's?

4. How do the classified ads of today compare with offers to sell land in the Northwest Territory?

5. What effect did the sale of Ohio lands have on the development of the United States?

6. What jobs would not exist if real estate jobs were not available?

ACTIVITY TITLE

GLASS ON THE FRONTIER

Job Families

Manufacturing, Distribution

Resources or Materials

Molded and blown glass objects

Period in History

Ohio (1790-1820) 1797

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--4.00

Objective

Pupils will indicate that the Ohio valley has the resources needed for making glass, jobs in producing and distributing glass products, and how the way people live is affected by the products produced.

Description of Activity

The first glassworks in the midwest was constructed by O'Hara and Craig at Pittsburgh in this year. Silicon sand was obtained from the Ohio valley along with coal which heated the furnace. The glasswares were then sold in small shops and by peddlers who rode by horseback and keelboat to frontier towns.

Ask pupils to examine the glass objects which have been brought to class. Some of the following questions might be asked about this historical incident and industry.

- What were some of the early glass objects made at this period in history? How might they compare with today's glass objects? Why?
- Why was the Ohio valley a good place for a glassworks?
- What jobs are needed in gaining resources, operating furnaces, making, distributing, and selling glass objects today?
- How would life on the early Ohio frontier, early cities, and today's cities be different without glass products?

ACTIVITY TITLE

HAVE YOU READ THE NEWS?

Job Families

Services, Business, Marketing

Period in History

Ohio (1790-1820) 1793

Resources or Materials

Old and new newspapers

Related Disciplines

English

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to prepare a list of at least five ways in which the early Ohio newspapers contrast with those of today. They will be able to indicate at least five different jobs available for those interested in working in this field.

Description of Activity

Ten years before Ohio became a state, the first newspaper was published. Under the name Centinel of the Northwest Territory the editor freely expressed his opinion to secure subscribers.

In this activity pupils could be requested to examine today's newspapers and older ones if possible to compare purposes, format, and types of news items. Some pupils might wish to visit the Cincinnati Historical Society or the public library newspaper floor to examine original or microfilm versions of early papers.

A discussion could evolve utilizing some of the following questions:

- Knowing the different ways in which people live today and in 1793, how do you think the newspapers reflected these life styles?
- What differences might be found in today's advertising, editorials, and news articles from early Ohio papers?
- How does the number of people involved in preparing today's newspaper differ from those of the early 1800's?
- What types of jobs could you get on a newspaper with a high school education? Which require technical skills or college?

- How are the working conditions of today's newspaper offices different from the early Ohio newspaper offices?

- Do newspapers have more or less responsibility for what they print today than in the early 1800's? Why?

- What jobs in other industries today depend on the newspaper?

Most newspapers welcome class visits if planned in advance. The teacher may wish to arrange a field trip to a local paper to observe the preparation of a modern paper.

ACTIVITY TITLE

OHIO GETS A HOME

Job Families

Construction

Period in History

Ohio (1790-1820) 1803

Resources or Materials

Poster board or construction materials

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Given a request to compare construction of the first Ohio capitol with construction today, pupils will be able to write examples of how jobs, materials, and historical conditions might differ.

Description of Activity

When Ohio became a state in 1803, Chillicothe was selected as the first capitol. It was a logical spot because of its geographic location and because it had served as a site for pre-statehood struggles. The square two-story building was constructed with pride by the laborers. Constructed with stone, it became the first permanent building in the Northwest Territory.

The teacher might want to divide the class into groups for this activity. One group could list all the types of materials and jobs necessary to build the statehouse. Another group might try to reconstruct a model or poster of it for the class. A third group could role play an early meeting of the legislature illustrating concerns of Ohio citizens at that time.

A follow-up discussion could be conducted with questions such as:

- What geographical considerations were involved in placing the capitol at Chillicothe, Zanesville, and Columbus?

- What types of laborers were needed to construct the first capitol? What different forms of work were needed for the present capitol?

- Why was the capitol not located at Marietta or Cincinnati? How might the state have been affected if the permanent capitol had been one of these sites?

- Are buildings constructed any differently today than the early Ohio statehouse? Why?

- How might the working conditions, hours, and pay of early construction workers differ from those of today? How might job complaints by construction workers in the early 1800's differ from those of today? In what way is the handling of worker complaints today different?

ACTIVITY TITLE

AN IRON FURNACE COMES TO LIFE

Job Families

Manufacturing, Business, Distribution

Resources or Materials

Metal samples or products

Period in History

Ohio (1790-1820) 1808

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--1.23 and 2.00

Objective

When shown several types of metals, pupils will be able to indicate what is iron or steel. They will be able to write two effects of the iron and steel industry on Ohio's development. At least five different jobs will be recognized by pupils as directly or indirectly related to the industry.

Description of Activity

In 1808 the first iron furnace was completed in Mahoning County. The years that followed brought furnaces to Adams, Lawrence, Scioto, Jackson, Vinton, and Gallia counties. Later the iron and steel industry would become a major factor in Ohio's economy.

Pupils might be asked to bring pieces of iron and steel to class. A group might be assigned the task of determining how early iron ore deposit discoveries were turned into a useful metal. Another group might report on the modern day steel making process. If possible, the class could be taken on a field trip to Armco Steel Company in Middletown.

The teacher may wish to use some of the following questions to accomplish the lesson objectives:

- What were some of the economic and social effects of the discovery of iron ore in Ohio? How would Ohio be different today without these industries?

- How do iron and steel differ from other metals? What products are best made from these metals?

- What types of jobs might a high school or college graduate be able to perform in this industry today?

- Compare the working conditions of today's modern steel mill with those around early iron furnaces.

- How did Ohio's iron and steel production affect the nation's history (e.g. Civil War and other wars; automobile production, etc.)?

ACTIVITY TITLE

HARNESSING ENERGY FOR TRANSPORTATION

Job Families

Distribution, Business, Manufacturing

Period in History

Ohio (1790-1820) 1811

Resources or Materials

Pictures of different forms of transportation from different periods in history

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to write or orally indicate several examples of inventions and new energy sources affecting Ohio transportation. They will further indicate how jobs in the transportation industry have changed in different periods of history.

Description of Activity

In the late 1700's John Fitch tried to use the power of steam to improve transportation. His efforts at building a steamboat and railroad were not accepted as practical, so he died poor. Robert Fulton was successful in building a steamboat in 1806, so Nicholas Roosevelt obtained a patent to build one at Marietta. When completed, the New Orleans steamed down the Ohio in 1811. Later the railroad was also accepted.

Pupils could be asked to draw illustrations or construct models of changing forms of transportation in the early 1800's and today. A class discussion might be initiated with the following questions:

- How was travel to Ohio affected by the building of steam driven forms of transportation? What new forms of transportation are affecting travel and the life style of Ohio citizens?

- How were the jobs of men who worked on flatboats, keelboats, stage coaches, and wagons affected by steam powered transportation? In what ways will new forms of transportation affect Ohio citizens in the transportation industry today?

- What types of jobs are available in the transportation industry today? What type of training and education is required to obtain these jobs?

- Why has the form of transportation in Ohio changed throughout history with new inventions and new sources of energy?

- What harmful effects does transportation have on the life of Ohio citizens today (e.g. pollution and accidents)? What inventions or energy sources might reduce these effects?

ACTIVITY TITLE

BUILDING THE CUMBERLAND ROAD

Job Families

Construction

Resources or Materials

Outline maps or raw materials such as a box of dirt, clay, wood scraps or plaster

Period in History

Ohio (1790-1820) 1811

Related Disciplines

Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to list differences between road building jobs today and those involved in building the Cumberland Road. They will also be able to compare the effects of early and present day roads on the way people live.

Description of Activity

Travel and transportation in early America was often difficult and limited to major rivers. However, in 1811 the government began constructing the Cumberland (National) Road from Cumberland, Maryland across Ohio to Vandalia, Illinois. Soon other roads and turnpikes were built which charged tolls to help pay for their construction.

Using a box of dirt, clay, wood, or with paper maps, pupils could be asked to recreate the National Road. The class might also be asked to write an essay or orally discuss the following questions:

- How did improvement in means of travel, such as the National Road, affect our country's growth? How are expressways of today affecting our way of life?

- What difficulties were involved in building early Ohio roads?

- What types of jobs were available to men who wanted to work on early roads? What types of jobs are available to those who want to construct roads today? How is the equipment used in road building jobs today different from that in 1811?

- What job families in addition to construction are affected by road building? How?

Some teachers might wish to take a field trip to a construction site to observe jobs, equipment, and effects.

ACTIVITY TITLE

THE STEAMBOAT AND THE BARGE IN TODAY'S WORLD

Job Families

Distribution, Marketing

Resources or Materials

Speaker
Mark Twain's "Life on the Mississippi"

Period in History

Sectionalism (Ohio)
1820-1860

Related Disciplines

English

Type of Objective

Cognitive--2.00

Objective

After a Mark Twain skit, pupils will be able to identify three or more contrasts in job opportunities on the river, in the middle 1800's compared to the present.

Description of Activity

River transportation played such an important role in America's history and in the growth of many communities, including that of Cincinnati, that it should be fully developed by the teacher. The pupil should be able to comprehend that river transportation offers many careers and that it was not only useful in our early history, but is continuing to play a beneficial role in our economy today.

Pupils develop a skit, using Mark Twain's "Life on the Mississippi" to show the desire of all boys who lived along the river to be a steamboat captain. Each pupil in the skit could take the role of a person who held various jobs on the steamboat.

Invite a person from a local river transportation company to visit the class and discuss the use of the river today and the jobs to be found in river transportation.

A field trip to a grain brokers could also be planned to see how perishables are shipped via the river.

ACTIVITY TITLE

OHIO RESOURCES

Job Families

Agriculture, Mining, Manufacturing, Business

Period in History

Sectionalism (Ohio) 1820-1860

Resources or Materials

Resource samples

Related Disciplines

Science

Type of Objective

Cognitive--2.20

Objective

After observing and discussing samples of Ohio's resources, pupils will be able to identify three resources and their effects on Ohio's growth in the mid-1800's.

Description of Activity

Collect samples of various types of resources of Ohio for display; label each with its location, methods of extraction, and usefulness.

Conservation and individual responsibility to conserve may also be emphasized.

ACTIVITY TITLE

MEATPACKING

Job Families

Marketing

Resources or Materials

Map, Chart

Period in History

Sectionalism (Ohio)
1820-1860

Related Disciplines

Home Economics

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to indicate two reasons for the growth of meatpacking industries in Cincinnati. They will also indicate two or more job opportunities in this industry locally.

Description of Activity

1. Discuss the centers of meatpacking, pointing out the role of Cincinnati in this field. Why are meatpacking industries located where they are?

2. The comparison between meatpacking of yesterday and of today could become the basis for a class discussion.

3. Jobs from the production of beef cattle to final sale should be pointed out.

4. Samples of canned meat products could be brought to class and examined for their contents.

5. A trip might be arranged to a local meatpacking business. If this is not possible, a speaker might be obtained for more detailed information.

ACTIVITY TITLE

FOOD PROCESSING: NOTEBOOKS AND INTERVIEWS

Job Families

Manufacturing, Business, Services

Resources or Materials

Notebooks
Interview question list

Period in History

Ohio History
Civil War (1860-1865)

Related Disciplines

Home Economics

Type of Objective

Cognitive

Objective

After observing or hearing a report on food processing jobs, pupils will be able to write at least two questions they would ask on an imaginary visit to a Civil War food processing company.

Description of Activity

The foods industry could be studied in this activity including jobs in canning, processing and preservation.

Select a group and designate them as interviewers. Send them out as interviewers to a food processing plant. They should conduct interviews and report back to the class on the place or places visited, the variety of jobs in the above categories, and some of the job facts essential to these job families.

As preparation, a mock set of interviews might be carried out in a pre-session. The notebook should consist of several interviews conducted and recorded by the interviewers.

ACTIVITY TITLE

OBSERVING CLOTHING CONSTRUCTION

Job Families

Distribution, Services,
Manufacturing

Period in History (Ohio History)

Civil War Period
1860-1865

Resources or Materials

Pictures of Civil War uniforms

Related Disciplines

Home Economics

Type of Objective

Cognitive--2.20

Objective

After visiting a clothing factory or large outlet, pupils will describe three jobs associated with the enterprise. They will be able to indicate at least one difference in the way clothing was constructed during the Civil War compared to today.

Description of Activity

Jobs which could be studied with this activity include: dress pattern makers, designers, dress makers, and advertising.

Select a garment factory or outlet for visitation. Try one that includes the jobs that are mentioned above, by choosing one that possibly goes back to this Civil War period. Have a preview period that will assist the pupils in what to be alert for and what kind of questions to ask. After the trip have them give oral summaries and an evaluation of the trip.

It has been suggested that war uniform garments were produced here (Cincinnati) during the Civil War. If this can be verified, then that garment company, if still in existence, would be ideal.

ACTIVITY TITLE

PAPER AND PRINTING INDUSTRIES IN OHIO

Job Families

Manufacturing (Paper, Printing and Allied Industries)

Period in History

Ohio in Reconstruction 1865-1885

Resources or Materials

Films, Ohio Almanac, Ohio text

Related Disciplines

Industrial Arts, Science, English, and Mathematics

Type of Objective

Cognitive--2.00

Objective

Pupils will locate paper and printing industries on an Ohio map and describe two or more jobs available in these industries.

Description of Activity

During Reconstruction, Ohio's paper and printing industries began to grow. These industries are still important in our economy.

1. Films available from outside the school system which could be shown if previewed first:

   Paper Making--22 minutes. Available from State Department of Education, Columbus, Ohio.

   Industrial Ohio. Available from Standard Oil Company, Cleveland, Ohio.

2. A visit to a local paper or wood products company could be planned.

3. The teacher should point out some of the following facts:

   a. Ohio ranks third in the United States in the production of pulp, paper, and paper products.

   b. Approximately 37,000 of Ohio's industrial employees are affiliated with the production of paper and allied products. This represents 3 per cent of Ohio's industrial workers.

   c. Ohio ranks fourth nationally in value added in the printing, publishing, and allied industries. About 60,000 employees work in these industries in Ohio.

4. Have two pupils answer the following questions by using the Ohio Almanac in the school library and report to the class with the information obtained.

   a. What two Ohio cities contain two-thirds of all employees in book and periodical industries?

   b. How many people work in the books and periodical industries in Dayton?

   c. Where are these industries located throughout the state?

   d. Of what size are these industries in manpower?

ACTIVITY TITLE

CIVIL SERVICE AT THE LOCAL LEVEL

Job Families

Service (Government)

Resources or Materials

Ohio text, Ohio Almanac,
Speakers, Field Trips

Period in History

Ohio in Reconstruction
1865-1885

Related Disciplines

English, Industrial Arts,
Home Economics and
Mathematics

Type of Objective

Cognitive--1.25

Objective

Pupils will indicate the steps which must be followed to achieve a local Civil Service job of their own choosing. Also, they will be able to identify two pioneers in Civil Service reform from Ohio.

Description of Activity

Ohio had several pioneers in Civil Service reforms and anti-trust laws. Two of these men were George Pendleton and John Sherman.

1. Invite a specialist with the City of Cincinnati Personnel Department to talk on clerical and related jobs with the City of Cincinnati, which are connected with Civil Service.

2. Pupils should be assigned to visit their local branch libraries and make a list of the occupations available. Bulletins are issued periodically by the local government, giving such information as: job experience, education, and salaries connected with different jobs.

3. Have pupils discuss the following questions:

   a. Should state and local government jobs be political awards?

   b. Are written and oral tests a fair way of hiring applicants?

   c. Should seniority be considered in promoting people who work for local government?

   d. How would Civil Service work be different today if the reforms of the 1800's had not occurred?

4. A visit to our local city hall or county courthouse might be a worthwhile field trip for this unit.

5. Pupils should be encouraged to use the various Job Index Files in the library and counselor's office.

ACTIVITY TITLE

MINING IN OHIO

Job Families

Manufacturing

Resources or Materials

Ohio text, Maps (desk and wall), Films, Career Kits

Period in History

Ohio in Reconstruction 1865-1885

Related Disciplines

English, Science and Mathematics

Type of Objective

Cognitive--3.00

Objective

Given a map of Ohio, pupils will be able to locate and describe products and jobs in two different mining areas. They will also indicate two changes in mining jobs over the past century.

Description of Activity

1. Pupils should do a desk map of mining in Ohio, by county. Emphases should be placed on clay, sandstone, gravel, natural gas, and coal. (See Ohio text.)

2. A committee of pupils should do picture cut-outs from magazines for a bulletin board display.

3. Since the Ohio Almanac is so rich in information on mining, a group of pupils should prepare a chart for a bulletin board display from it. This chart might include several mining products, showing the number of people employed, the annual dollar value by county, annual increase or decrease in production.

4. The Division of Resource Services of the Cincinnati Public Schools has a film on mining in Ohio. This should be included in the unit.

5. Occupational areas can be explored in the classroom by having pupils utilize the Career Desk Top Kit which is available from the school counselor or the library.

6. A number of films available from the Division of Resource Services include:

a. Ohio: Industrial State

b. Life in a Coal Mining Town

c. Great Lakes Area: Men, Minerals, and Machines

ACTIVITY TITLE

PETROLEUM AND RUBBER IN OHIO'S HISTORY

Job Families

Manufacturing (Rubber-Petroleum)

Resources or Materials

Ohio text, Ohio Almanac, and films

Period in History

Reconstruction in Ohio's history--1865-1885

Related Disciplines

English, Science, Industrial Arts

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to write or describe three or more ways in which oil and rubber industries have affected Ohio in the past century. They will also be able to list and briefly describe two jobs in each industry.

Description of Activity

1. Films

   Rubber. Available from State Department of Education, Columbus, Ohio.

   Ohio and Its Mineral Resources--29 minutes. Standard Oil Company, Cleveland, Ohio (upon request)

2. Head a poster with the title "Famous People." Choose pioneers of rubber and oil in the Ohio country. Place the pictures on the bulletin board and put a caption under each as to what he did.

3. With the assistance of their parents, have pupils make a list of the name brands of petroleum companies that are affiliated or controlled by major oil companies. This can be obtained from the back of credit cards their parents use.

4. Have several pupils organize a corporation and act out a meeting of the board of directors, the selling of stock, the advertising of the product that is to be sold, and other business activities.

5. A class project should include the discussion of rubber and petroleum on the following points:

   a. How did each complement the other when the automobile and airplane were developed?

b. What effects can the pupils foresee for the automobile in the anti-pollution drive?

c. How did Ohio become the rubber center of the world?

d. Is petroleum still drilled in great quantities in Ohio? (Compare with Louisiana, Texas, and California.)

ACTIVITY TITLE

BUILDING BRIDGES ON THE OHIO RIVER

Job Families

Construction and Manufacturing

*Resources or Materials

Textbook, local newspaper, Ohio Historical Society Bulletins, Skilled and Professional Career Kit

Period in History

Ohio: 1867-1874

Related Disciplines

Industrial Arts, English, Science and Mathematics

Type of Objective

Cognitive--2.20

Objective

Pupils will be able to describe how improvements in metal industries affected the jobs and economic activity of a community through bridge building.

Description of Activity

1. Since Cincinnati offers a variety of steel bridges spanning the Ohio River, pupils might enjoy doing sketches of these bridges in their notebooks. Information can be gathered from the following sources:

   a. local newspapers

   b. Cincinnati Then and Now

   c. Historical society bulletins

   d. films

   e. school library

2. Biographies of the pioneers in steel bridge building can be obtained from the school library and oral reports should be given to the class.

3. A class field trip along the river front area might be worthwhile, showing the different structures of present bridges and places of planned bridge building for the future.

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*Additional resources: SRA File on Occupations--References: Bridges, by Henry Billings; Bridges, by Robert Silverberg

4. Pupils should make a list of the different occupations that are related to bridge building--from the steel plant to the completion of the bridge itself.

5. Invite an engineer to class, possibly from the United States Department of Army Engineering.

ACTIVITY TITLE

A BUSY ERA FOR PERIODICALS

Job Families

Service (Newspapers, Magazines)
Professions

Resources or Materials

Textbook, Careers Monograph booklets, Career Desk Top Kit, Cincinnati Enquirer Filmstrips

Period in History: Ohio

1868-1884

Related Disciplines

English, Industrial Arts, Mathematics and Science

Type of Objective

Cognitive--5.30 and 2.20

Objective

After examining periodicals pupils will be able to list the devices used to attract consumers to a product, jobs available in periodical publishing, and how a periodical reflects a period in history.

Description of Activity

Many periodicals were published in the period between 1868 and 1884. If possible, obtain some samples from the Cincinnati Historical Society.

1. Have pupils bring to class as many old newspapers and magazines as they can find in their homes. Comparison could then be made with contemporary media. A series of discussions could be had on the following questions:

   a. What per cent of the printed materials are devoted to advertising?

   b. What appeals are used by manufacturers and businesses to sell their products (cars, appliances, foods, drugs, etc.)?

   c. To what extent is photography used?

   d. How do they differ in news layout?

   e. What reading level is expected of the reader?

   f. How much space is utilized for sports, comics, theaters, and want ads?

2. The Cincinnati Post-Times Star and the Cincinnati Enquirer have filmstrips that can be ordered which explain the newspaper business.

3. The school system's audio-visual exchange has an excellent film on Newspapers in Ohio.

4. Ask the pupils to discuss the different inventions which helped make newspapers and magazines more interesting to read.

5. Pupils could go to the school library and make a list of the many magazines available.

6. Have someone find the number of people employed in the newspaper and magazine businesses. How do the numbers compare with other industries?

7. Use the occupational materials to list the jobs in periodical publications--sports writer, reporter, photographer, editor, and others. Ask pupils what they would like and dislike about these jobs.

ACTIVITY TITLE

CAREERS BASED ON A KNOWLEDGE OF MAN AND HIS ENVIRONMENT

Job Families

Professions

Resources or Materials

Occupational Outlook Handbook

Period in History

Social Sciences

Related Disciplines

All

Type of Objective

Cognitive--1.12

Objective

Given a list of occupations requiring knowledge of the social sciences, pupils will select one, indicate three characteristics, and list two reasons social science knowledge is needed in the job.

Description of Activity

Pupils could be given a list of occupations requiring training in the social sciences. Each pupil could choose two of the occupations for individual study. The report by pupils could include job characteristics, compensation, training, and reasons social science training is required for the job. Part of the report could be the drawing of a cartoon illustrating some aspect of the occupation.

Among the occupations requiring social science knowledge are:

accountant
advertising
market research
public relations
anthropologist
economist
historian
political scientist
sociologist
architect
banking officer
counselor--school,
vocational and
rehabilitation
dietitian
engineer
F.B.I. agent
forester
geographer
geologist
home economist
hospital administrator
hotel manager
insurance agent
lawyer
librarian
newspaper reporter
personnel worker
police work
fireman
clergyman--rabbi--priest
psychologist
purchasing agent
industrial traffic
manager

radio-television program
director, announcer, etc.
nurse
social worker
statistician
planner--city
employment agency
taxi driver
union official
salesman
wholesaler
retailer
floor walker
interviewer
judge
museum worker
travel guide
cartoonist
editor
community worker
group worker
recreation leader
teacher

Additional information on these and other social science-related careers can be obtained from the Occupational Outlook Handbook or J. H. Chamberlin's Careers for Social Scientists. Information about careers related to academic disciplines can be obtained by writing:

- American Historical Association
  400 A Street, S.E.
  Washington, D. C. 20003

- American Political Science Association
  1785 Massachusetts Avenue, N. W.
  Washington, D. C. 20006

- Joint Council on Economic Education
  1212 Avenue of the Americas
  New York, New York 10036

- American Sociological Association
  New York University--Washington Square
  New York, New York 10003

ACTIVITY TITLE

DIGGING FOR UNDERSTANDING

Job Families

Professions
(Archaeologist-Anthropologist)

Resources or Materials

Film on anthropology or
archaeology
Artifacts of American culture

Period in History

Social Sciences

Related Disciplines

Art and Science

Type of Objective

Cognitive--5.00 and 1.25

Objective

When given three artifacts of a culture, pupils will be able to recite three reasonable facts about the culture. They will also identify two questions which might be asked by an anthropologist or archaeologist in studying a culture.

Description of Activity

Arrange a field trip to the Natural History Museum; request that the film showing the excavation of prehistoric Indian Mounds in Cincinnati be shown. If the trip cannot be scheduled obtain a substitute film, pictures, or reproduced artifacts for study in the classroom. Pupils could also be taken or encouraged to visit the Cincinnati Art Museum.

Pupils could be asked to bring five articles of our present civilization to class which would provide valuable information about our culture to an anthropologist or archaeologist. Some of the following questions might be used to encourage classroom discussion:

- What does an anthropologist/archaeologist do in his daily work?

- What type of training do you feel is needed for this occupation?

- How is the information obtained by these professionals useful to our society?

- What questions would you ask if you were studying another culture?

If it can be arranged, the teacher may wish to take a class or group of pupils on a "dig." There are a number of sites in the Cincinnati area where pupils could dig their own fossils.

ACTIVITY TITLE

PSYCHOLOGISTS TEST WHAT MAKES US "TICK"

Job Families

Profession
(Psychologist)

Resources or Materials

Psychologist
Test samples

Period in History

Social Science

Related Disciplines

Science and Mathematics

Type of Objective

Cognitive--1.12

Objective

Pupils will identify two or more reasons for the use of psychological tests. They will also list two characteristics of the occupation of psychologist.

Description of Activity

Psychologists utilize different forms of testing and measurement to study human mental and physical abilities, interests, and attitudes. Obtain a psychologist or school counselor to act as a speaker-resource person for one class session. Request that the person selected bring sample mental and physical tests to the classroom for the demonstration. After the demonstration, the speaker could talk for a short time about the requirements, training, working conditions, and compensations of this field.

ACTIVITY TITLE

SOCIAL WORKERS HELP THOSE IN NEED

Job Families

Professions
(Social case worker)

Period in History

Social Sciences

Related Disciplines

Resources or Materials

Occupational Outlook Handbook

Type of Objective

Cognitive--1.12
Affective--4.1

Objective

Pupils will identify three reasons for the existence of social workers and two ways in which job success can be evaluated.

Description of Activity

A role-playing situation could be developed with pupils helping plan the roles of a case worker visiting a family wishing to adopt a child or an unemployed worker. To obtain background information for preparing the roles, a few pupils could obtain ideas from library research or by interviewing a social worker. The professional could also be invited to speak to the class.

After obtaining background information and presenting the skit, the class could discuss the occupational opportunities.

- What personality traits would you expect in a social worker?

- How does the compensation and working conditions of social work compare with jobs in business or education?

- What should someone who wants to be a social worker study?

ACTIVITY TITLE

RECORDING AND INTERPRETING THE PAST

Job Families

Professions
(Historian)

Period in History

Social Sciences

Related Disciplines

English and Art

Resources or Materials

Original or secondary source accounts of historical periods--diaries, records, newspapers, etc.

Type of Objective

Cognitive--3.00

Objective

Pupils will list two or more sources historians use in writing history. They will also be able to suggest how a historical fact may be only opinion.

Description of Activity

Divide the class into groups of five. Provide each group with the "raw materials" of the historian; newspapers, magazines, phonograph records, photographs, and artifacts of different historical periods. Each group is given the responsibility of interpreting the materials and writing a short historical account of the period.

Ask each group to read the "history" they have written. The class could then discuss questions such as:

1. How does the historian obtain his information?

2. Why are the facts and opinions stated in history books not always true?

3. What information about history could be obtained from money used in that period? What could be learned from art? What could be learned from literature?

4. What working conditions might a historian expect?

5. In what way does knowing the work of the historian help the average citizen in his study of current events?

ACTIVITY TITLE

IMPROVING COMPANY PROFITABILITY

Job Families

Professions
(Economist)

Resources or Materials

Occupational Outlook Handbook

Period in History

Social Sciences

Related Disciplines

Mathematics

Type of Objective

Cognitive--2.00

Objective

Pupils will be able to list five or more factors affecting a company's profitability which concern a business economist.

Description of Activity

Ask each pupil or a group of pupils to write a case study or list characteristics of two different companies which they can imagine: one successful and one losing money. The case studies should contrast and might include information such as cost of materials, labor cost, overhead, distribution costs, number of products sold, successful inventions, and any other factor deemed important in a company's success or failure.

Several pupils or groups could then be asked to read their cases to the class and explain why one company is succeeding and another failing. The class could be asked what additional factors could affect the success or failure of either company.

One or more pupils could report to the class information from the Occupational Outlook Handbook on the job characteristics, training, and compensation of economists in business, government, or banking.

ACTIVITY TITLE

POPULATION GROWTH

Job Families

Professions
(Demographer)

Resources or Materials

Audio-visuals illustrating overpopulation

Period in History

Social Sciences

Related Disciplines

Science and Mathematics

Type of Objective

Affective--3.1

Objective

Pupils will be able to list two or more reasons for continuing to educate citizens on the problems of population density. Each pupil will indicate that he recognizes the problem as worthy of study by demographers.

Description of Activity

An audio-visual on the problem of population density might be a useful introductory activity for this career. The class could then be divided into groups. One group could prepare a mural of pictures in a mosaic pattern showing crowds of people, barren lands, and pollution problems. Another group could construct a bar graph showing changes in the world population over time. A third group could be assigned to play the role of demographers and politicians; they could suggest job characteristics of demographers and types of questions or suggestions demographers might discuss.

The teacher may wish to briefly and simply discuss some of the following:

1. Causes of population growth and decline
2. Malthusian theory
3. Effects of technological change on the earth's ability to support a growing population

ACTIVITY TITLE

APPLYING GEOGRAPHIC UNDERSTANDINGS TO WORLD PROBLEMS

Job Families

Profession
(Cultural Geographer)

Resources or Materials

World outline maps, encyclopedia, or geography books

Period in History

Social Sciences

Related Disciplines

Science

Type of Objective

Cognitive--1.21

Objective

Given a world problem such as malnutrition, the pupil will indicate two or more ways a cultural geographer can help understand the problem.

Description of Activity

Each pupil should draw or be given an outline map of the world. The teacher could assign pupils the task of locating geographical areas where large percentages of the population are malnourished. Each pupil could then be given the assignment of determining why a given country has a large number of people who are undernourished.

On a specified day, each pupil could report on the country he was assigned. One pupil could compile the list of reasons on the board. Some of these reasons could include lack of raw materials, poor soil, poor climate, lack of industry, religious beliefs, cultural traditions, war, disease, or overpopulation.

Questions could then be raised concerning how a cultural geographer might study or experiment with solutions to aid the problems. One or more pupils could report more specific educational requirements and compensation required of geographers.

ACTIVITY TITLE

WHAT DO YOU THINK?

Job Families

Professions
(Political Scientists)

Resources or Materials

National or local opinion polls from the newspapers

Period in History

Social Sciences

Related Disciplines

Mathematics

Type of Objective

Cognitive--1.20

Objective

When given results of a political opinion poll, pupils will indicate two ways the information can be used or misused by a political scientist.

Description of Activity

Each pupil or group of pupils should be given an article which reports opinions of people surveyed on a national or local basis. The pupils or groups could then be asked to analyze the articles and answer the following questions:

1. How would you describe the group of people (sample) whose opinion is reported?

2. Is it possible that the poll results do not reflect the opinions of most citizens? Why?

3. Of what value is the opinion poll to politicians and government leaders?

4. What do political scientists mean when they say that some unknown "variable" could affect the accuracy of a poll?

5. What additional jobs might a political scientist perform (e.g. election campaigns)?

6. What training is needed to become a political scientist?

ACTIVITY TITLE

THE METHOD OF THE SOCIAL SCIENTIST

Job Families

Professions
(Sociologist)

Resources or Materials

Fictitious person profiles

Period in History

Social Sciences

Related Disciplines

Mathematics

Type of Objective

Cognitive--1.25

Objective

When faced with a social question, pupils will be able to indicate possible activities of a sociologist in forming a hypothesis, gathering data, and interpreting data.

Description of Activity

Before class starts the teacher should prepare a fictitious profile for each pupil in class. The profile might include income, education level, religion, race, sex, and occupation. If the teacher wishes to teach a specific idea, patterns could be hidden throughout the group.

During class the teacher could ask the class how they would go about solving a social question such as, "Does the desire for peace in the world increase with rising family incomes?" The teacher will want to raise questions about how the problem should be studied, so that pupils have an elementary understanding of forming a hypothesis, gathering data, and interpreting data.

A few pupils could then phrase a question about the problem, interview the fictitious people, and compile the data. The teacher could then utilize class discussion to develop a generalization about the problem. Pupils should be advised of some of the possible weaknesses of their findings such as inadequate or inappropriate sampling.

Some pupils might then wish to report to the class more specific characteristics of occupations held by sociologists or similar social scientists.

CAREER-ORIENTED AUDIO-VISUALS IN SOCIAL STUDIES

General--Planning, Occupations, and History

7125	The American Farmer	
2154	Building a Highway	
2194	Careers in Agriculture	
2142	Careers in the Building Trades	
6416	Earning Your Money	
6217	Finding the Right Job for You	
1885	Getting a Job	
6134	Getting Down to Work	
2629	Health Careers #1	
2630	Health Careers #2	
2631	Health Careers #3	
2632	Health Careers #4	
7029	Highway Transportation	
1802	How Television Works	
2077	Inventions in America's Growth (1750-1850)	
2078	Inventions in America's Growth (1850-1910)	
1812	Lumber for Houses	

2156	Making Shoes	
7067	Petroleum in Today's Living	
2082	Planning Your Career	
2698	Tool and Die Making	
7077	Transportation Revolution	
1107	Truck Farmer	
6355	Writing and Printing in America	
2667	Engineering: Career for Tomorrow	
2113	The Factory	
1824	How Weather Is Forecast	
7124	Job Outlook for Youth	
7507	On the Wings of the Morning	
2054	Truck Transport	
2633	You Are the Star	
6258	Your Retail Store	
10191	Vegetable and Melon Crops--Production	
186	Wheat: From Farm to Consumer	
239	Technicians in Our Changing World	
1	Technology and You	
1577	Printing Through the Ages	

2028	Medieval Guilds	
2466	Cotton Belt: Yesterday and Today	
2614	It's Everybody's Business	
2701	Thundering Rails	
2806	Unfinished Rainbows (Aluminum)	
1763	Wool	
2171	Machines That Help the Farmer	
2686	How We Got What We Have	
223	Challenge of Dentistry	
1101	The Firemen	
1149	Woodworker	
1129	The Machine Maker	
1317	Farming Takes Skill	
1676	Newspaper Story	
1968	The Secretary--A Normal Day	
7649	Getting and Keeping Your First Job	
7632	Graduate to Opportunity	
7647	Preparing for the Jobs of the 70's	
7739	What You Should Know Before You Go to Work	

7594	Your Future Through Technical Vocation	_____
5824	Foundations for Occupational Planning: What Are Job Families?	_____
577	Whom Would You Hire: Three Young Women	_____
578	Whom Would You Hire: Three Young Men	_____

Ohio History

595	Newspapers in the Ohio Heritage	
589	Heritage of the River: Steamboats	
590	Heritage of the River: Towboats	
597	The Automobile in the Ohio Heritage	
592	Architecture in the Ohio Heritage	
594	Agriculture in the Ohio Heritage	
587	Heritage of the Lakes	
7295	Settlement in the Ohio Valley	
5569	Ohio: Land and People--Agriculture	
5570	Ohio: Land and People--Industrial Ohio	
10200	Ohio River Transportation	
111	Great Lakes: The Men, Minerals, and Machines	

Urban Living

7387	Industry in Cincinnati	
7386	The Changing Face of the Queen of the West	
7662	Automation: Promise or Threat	
7695	Transportation: Where Do We Go from Here?	
7148	World Trade: A Two-Way Street	
70	The Changing City	
1932	Cities: How They Grow	
5016	Hamilton County Patchwork	
5308	Housing Problem--Cincinnati	
2202	This Is Our Town--Communication in Cincinnati	
2203, 04, 05, 06, 07	This Is Our Town--Industry in Cincinnati	
2200, 01	This Is Our Town--Transportation in Cincinnati	
2197	This Is Our Town: Services of Our City	
2635	This Is Our Town: Clothing Our People	
2199	This Is Our Town: Food Processing	

2326 Community Responsibility _____

6219 Your New Job _____

Social Sciences

596	Ancient Man in the Ohio Heritage	_____
7300	Economics, Politics, Religion in Ohio	_____
438	U. S. Elections: How We Vote	_____
689	Prehistoric Man in Europe	_____
7202	Features in the Landscape (Reading Maps)	_____
7372	The American Indian Today	_____
652	My Government, U. S. A.	_____
683	Dr. Leakey and the Dawn of Man	_____
1740	Capitalism	_____
1936	Basic Elements of Production	_____
7134	Man and the Jungle	_____
7141	The Department of State	_____
7127	Day in the Life of a Senator	_____
2038	Fossils Are Interesting	_____
1536	State Legislature	_____
1952	Understanding the Law	_____
7140	The Way Our Laws Are Made	_____
5666	Epic of Man--Coming of Civilization	_____

1933	Man and His Culture	_____
6121	Prehistoric Man	_____
235	Aptitudes and Occupations	_____
201	Politics: The High Cost of Involvement	_____

Greater Cincinnati Chamber of Commerce

April, 1970

MAJOR EMPLOYERS IN THE GREATER CINCINNATI AREA
1969

Over 5,000

U. S. Government	Public service
General Electric Company	Aircraft jet and gas turbine engines; motor control centers
City of Cincinnati	Public service
Procter and Gamble Company	Soap and detergents; toiletries; shortening; variety of foods; paper goods
Ford Motor Company	Automatic transmissions for Ford cars
Armco Steel Corporation	Carbon and alloy steel products
Cincinnati Milacron, Inc.	Machine tools
U. S. Post Office	Postal service
Cincinnati Public Schools	Public education
University of Cincinnati	Higher education
General Motors Corporation	Chevrolet bodies; car and truck assembly
Cincinnati Bell, Incorporated	Telephone service
The Kroger Company	Food processing; packaging; retail groceries
Hamilton County Board of Education	Public education

Over 2,000

Hamilton County	Public service
Cincinnati Gas and Electric Company	Gas and electric service
Shillito's	Retail department stores
Formica Corporation	Decorative and industrial laminated plastics
State of Ohio	Public service
Good Samaritan Hospital	Medical services
Western-Southern Life Insurance Company	Insurance

Over 1,000

General Hospital	Medical services
Joseph E. Seagram and Sons, Inc.	Distillers of whisky and gin
Avco Corporation--Electronics Division	Electronic systems
Frisch's Restaurants, Incorporated	Restaurant supplier and franchiser
Gibson Greeting Cards, Incorporated	Cards, gift wrappings, tally and place cards
Interlake Steel Corporation	Carbon and alloy steel products
The U. S. Shoe Corporation	Men and women's shoes
U. S. Public Health Service	Pollution research
Greater Cincinnati Airport	Transportation
Philip Carey Corporation	Building materials

American Telephone and Telegraph Company	Communications
Sears, Roebuck and Company, Incorporated	Retail merchandise stores
The William Powell Company	Valves
Allis-Chalmers	Electric motors and generators
Nutone-Div. Scovill Manufacturing Company	Door chimes, small electric housewares
National Lead Company of Ohio	Lead pipe and lead pipe fittings
LeBlond Incorporated	Machine tools
RCA Corporation	Miniature electron tubes
National Distillers Products Company	Spiritous liquors
Christ Hospital	Medical services
H and S Pogue Company	Retail department stores
Keebler Company	Crackers and cookies
Baltimore and Ohio Railroad Company	Railroad transportation
Albers Supermarkets	Retail grocery stores
The U. S. Playing Card Company	Playing cards
KDI Corporation	Aerospace, electronics
R. L. Polk and Company	Publishers
The Central Trust Company	Banking
Hilton Davis Chemical Company	Chemical Products
The E. Kahn's Sons Company	Meat Processing and Packaging
The Lunkenheimer Company	Valves
Mabley and Carew Company	Retail department stores
Jewish Hospital	Medical services

LOCAL RESOURCES FOR SPEAKERS ON CAREERS

The following organizations have indicated a willingness to furnish speakers for group conferences on careers. Contacts may be made with the following persons, although it is understood that such a list necessarily must be revised frequently. It should serve as a starting point in securing this kind of service in bringing current and pertinent information on careers to young people.

DEPARTMENT OF STUDENT DEVELOPMENT
DIVISION OF GUIDANCE SERVICES
Cincinnati Public Schools

June 1970

CAREER SPEAKERS
June 1970

CAREER FIELD	ORGANIZATION	CONTACT PERSON	TELEPHONE	CHANGES OR REVISIONS REPORTED
Accounting	Society of Public Accountants Cincinnati Chapter	Donald F. Pabst	475-3446	
	American Society of Woman Accountants	Miss Adele Chapman Miss Marie Brady	922-3286 241-7090	
Advertising	Advertisers Club of Cincinnati	Virgil Seqale	531-5466	
	WCKY Radio Station	Bruce Still	241-6565	
Agriculture	Cooperative Extension Service	Harold Brown 4-H Youth Agent	825-6000	
Architecture	College of Design, Architecture and Art	Richard Wheeler James Alexander Wilma DeCamp	475-4236 475-2952 475-2063	
Armed Forces	Air Force	Harold W. Sidebottom	475-2237	
	Army - Each Army Recruitment Office is responsible for making contact with schools in their own district.			
	Navy	Maurice Gray	684-3291	
Art	The Art Academy of Cincinnati	Mrs. Madeline G. Mohrman	721-5205	
Automobile--Selling and Service	Cincinnati Automobile Dealers Association	Carl Tedesco	721-1818	
Aviation	American Airlines	Mr. Matt Hofstetter	621-8500	
	Queen City Flying Service	David Vornholdt	321-4700	

CAREER FIELD	ORGANIZATION	CONTACT PERSON	TELEPHONE	CHANGES OR REVISIONS REPORTED
Banking	Central Trust Company	Pete Bushelman	621-4900	
Civil Service	Civil Service Commission Federal Civil Service	Mrs. Laura Lovelace James C. Taylor	421-5700 684-2351	
Clothing Industry	Globe Tailoring	Edw. Heimann	961-0200	
Construction	Allied Construction Industries	Mr. Kerry C. Rice	221-8020	
Cosmetology	Hollywood School of Hair Design	William F. Stevenson	241-4610	
Credit Manager	Cincinnati Association of Credit Managers Graybar Electric Co., Inc.	William A. Buckley Milt Anderson	681-0337 621-0600	
Dairy Technology	Meyer Dairy	Dave Meyer	821-0728	
Data Processing	American Standard	Charles Meyer	271-7500	
Department Store Occupations	Cincinnati Retail Merchants Association	Mrs. Charlotte J. Clift	381-1380	
Domestic Service	Cincinnati Public Schools	Mrs. Ruth Dunker	621-8244	
Embalming	Embalmers Association of Cincinnati	Mr. Edwin Putman	281-0421	
Engineering	Engineering Society of Cincinnati	John Reininger	351-1300 Ext. 366	
Factory Work	Youth Opportunity Center	Roger Siebenthaler Frank Luken	421-1610	

CAREER FIELD	ORGANIZATION	CONTACT PERSON	TELEPHONE	CHANGES OR REVISIONS REPORTED
F.B.I.	Federal Bureau of Investigation	Mary Ann Kattelman	421-4310	
Firefighters	Cincinnati Fire Department	Chief Bert Lugannani		Write letter to Chief Lugannani giving time and date speaker desired.
Floral Services	Lutz Floral Company	Albert Lutz	921-0561	
Foreign Services	Cincinnati Council on World Affairs	Miss Jean Tilford	621-7010 Ext. 273	
Health Careers	Health Careers Association of Greater Cincinnati		721-3160 Ext. 263	
Home Economics and Homemaking	Cincinnati Gas and Electric Company Ann Holiday Center	Lolita Harper	632-3305	
Hotel and Restaurant	Cincinnati Restaurant Association	Mrs. Joyce T. Parfitt	732-1571	
Insurance	Cincinnati Insurance Board	George J. Keller	621-0034	
	Cincinnati Life Underwriters' Association	Harold N. Kress	621-4680	
Interior Decorating, Design	College of Applied Art	William Saveley	475-4933	
Landscaping	Professional Landscape Architect	Henry Kenney	231-7432	
Law	Cincinnati Bar Association	William N. Mire	621-4006	
		John D. Erhardt	732-1104	
		Miss Joan Schneider	381-2000	

CAREER FIELD	ORGANIZATION	CONTACT PERSON	TELEPHONE	CHANGES OR REVISIONS REPORTED
Libraries and Related Occupations	Public Library of Cincinnati and Hamilton County	Miss Viola Metternich Miss Frances Rose Mrs. Connie Harris	241-2636	
Machine Tool Industry	Cincinnati Shaper Company	Herbert Goetz	381-7710	
Music	Cincinnati Public Schools	Dr. John Worrel Mr. Robert McSpadden	621-7010 Ext. 394	
Office Occupations	Cincinnati Shaper Company	Herbert Goetz	381-7710	
Personnel	Cincinnati Personnel Association	John W. Smith	351-1300	
Photography	Professional Photographers	Daniel W. Grey	441-3554	
Police	Cincinnati Police Department	Lt. Co. Howard Rogers Capt. Stanley Grothaus Miss Pat Whalen (Policewoman)	421-5700 Ext. 563	
Printing and Publishing	Printing Industries of Cincinnati	John D. Rockaway Dan Griffith	721-6900	
Professional Athletics	Cincinnati Reds Baseball Cincinnati Royals	Gordy Coleman Larry Staverman	421-4510 731-6060	
Psychology	University of Cincinnati	Leonard Oseas, Ph.D.	475-4680	
Real Estate	Cincinnati Real Estate Board Cincinnati Real Estate Board	R. Gordon Tarr	621-4202 242-1711	
Recreation	Cincinnati Recreation Commission	Marian Ahlering	421-1652	

CAREER FIELD	ORGANIZATION	CONTACT PERSON	TELEPHONE	CHANGES OR REVISIONS REPORTED
Religion	Council of Christian Communions	Rev. Carol Allen Rev. Ray Lindley	251-4666	
Reproduction Engineering	VICOM-International Association of Visual Communication Management	Maxine Mook	684-3038	
Sales	Cincinnati Sales and Marketing Executives	Robert Graham	632-3256	
Scientific Occupations	Biophysics	Dr. Violet Diller	475-2371	
	Biology	Dr. Alex Fraser	475-4232	
	Chemistry	Dr. Donald S. Hirtle	351-1300	
	Physics	Dr. Armond Knoblaugh	475-2373	
	Chemistry and Chemical Engineering	Dr. Raphael Katzen	321-8403	
		Dr. John Alexander	475-5394	
	Space Science	Dr. Michael Hock	475-4235	
	Chemicals and Metallurgical Engineering	Dr. William Licht	475-2783	
		Dr. Fred Westerman	475-2783	
	Physical Science	Mr. Carl Baden	475-8438	
	Radioisotopes	Dr. James Kereiakes	872-3100	
Social Work	Careers in Social Work	Community Chest	721-3160	
Teaching	Cincinnati Public Schools	Forrest Orebaugh Mrs. Eugenia Duemler	621-7010	
Theatre	Shubert Theatre	Mr. Leonard P. Goorian	Send letter	
Utilities	Cincinnati Gas and Electric Company	Miss Nadine Cox	632-2768	
Writing, Journalism	Cincinnati Public Schools	John T. Clark Vera Freid	621-7010	A two week notice is necessary.

Source: Taxonomy of Educational Objectives: Cognitive Domain

Author: B. S. Bloom (ed.)

Publisher: David McKay Company, 1956

KNOWLEDGE

1.00 Knowledge

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material.

1.10 Knowledge of Specifics

The recall of isolable bits of information at a low level of abstraction.

1.11 Knowledge of Terminology

Knowledge of the referents for specific symbols (verbal and non-verbal).

- To define technical terms by giving their attributes, properties or relations

- Familiarity with a large number of words in their common range of meanings

1.12 Knowledge of Specific Facts

Knowledge of dates, events, persons, places and other major facts about particular cultures

1.20 Knowledge of Ways and Means of Dealing with Specifics

Knowledge of the ways of organizing, studying, judging, and criticizing. This knowledge is at an intermediate level of abstraction between knowledge of specifics and knowledge of universals.

- To put events into a chronological sequence

- To criticize a written account of an event with an alternate account

1.21 Knowledge of Conventions

Knowledge of characteristic ways of treating and presenting ideas and phenomena.

- Familiarity with the forms and conventions of the major types of works, such as verse, plays, historical papers

1.22 Knowledge of Trends and Sequences

Knowledge of the processes, directions, and movements of phenomena with respect to time.

- Knowledge of the basic trends underlying the development of foreign policy

- Understanding of the continuity and development of American culture as exemplified in American life

1.23 Knowledge of Classifications and Categories

Knowledge of the classes, divisions and arrangements regarded as fundamental for a given subject field, purpose, argument or problem.

- To recognize the area encompassed by various kinds of problems or materials

- Becoming familiar with a range of types of literature

1.24 Knowledge of Criteria

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

- Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read

- Knowledge of the criteria for the evaluation of recreational activities

1.25 Knowledge of Methodology

Knowledge of the methods of inquiry and techniques for problem solving in a subject. This involves knowledge of the method rather than the ability to use the method.

1.30 Knowledge of the Universals and Abstractions in a Field

Knowledge of the large structures, theories and generalizations which dominate a subject field. These are the highest level of abstraction and complexity.

- Division of power

- Religion

1.31 Knowledge of Principles and Generalizations

Knowledge of particular abstractions which summarize observations of phenomena

- The recall of major generalizations about particular cultures

1.32 Knowledge of Theories and Structures

Knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded and systematic view of a complex phenomena, problem, or field.

- The recall of major theories about particular cultures

- Knowledge of a relatively complete formulation of Charles Beard's economic interpretation of the Constitution.

INTELLECTUAL ABILITIES AND SKILLS

2.00 Comprehension

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 Translation

This level of ability involves the ability to understand non-literal statements such as metaphors, symbols, irony or exaggeration.

2.20 Interpretation

The ability to grasp the thought of the work as a whole. It also might be shown by the ability to interpret various types of social data.

2.30 Extrapolation

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

- Skill in predicting continuation of trends.

3.00 Application

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be ideas or theories which must be remembered or applied.

4.00 Analysis

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit.

4.10 Analysis of Elements

Identification of the elements included in a communication

- The ability to recognize unstated assumptions

- Skill in distinguishing facts from hypotheses

4.20 Analyses of Relationships

The connections and interactions between elements and parts of a communication

- Ability to check the consistency of hypotheses with given information and assumptions

- Skill in comprehending the interrelationships among the ideas in a passage

4.30 Analysis of Organizational Principles

The organization, systematic arrangement, and structure which hold the communication together.

- Ability to recognize the general techniques used in persuasive materials, such as advertising or propaganda

5.00 Synthesis

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

5.10 Production of a Unique Communication

The development of a communication in which the writer or speaker attempts to convey ideas, feeling and/or experiences to others.

- Skill in writing, using an excellent organization of ideas and statements

- Ability to tell a personal experience effectively

5.20 Production of a Plan, or Proposed Set of Operations

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given the pupil or which he may develop for himself.

- Ability to propose ways of testing hypotheses

- Ability to plan a unit of instruction for a particular teaching situation

5.30 Derivation of a Set of Abstract Relations

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

- Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.

6.00 Evaluation

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6.10 Judgments in Terms of Internal Evidence

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

- Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, or proof

- The ability to indicate logical fallacies in arguments

6.20 Judgments in Terms of External Criteria

Evaluation of material with reference to selected or remembered criteria

- The comparison of major theories, generalizations, and facts about particular cultures

- Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other works of recognized excellence

Source: Taxonomy of Educational Objectives: The Affective Domain

Authors: D. R. Krathwohl, B. S. Bloom and B. B. Masia

Publisher: David McKay Company, 1964

ATTITUDES AND BEHAVIOR

1.0 Receiving (Attending)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them.

1.1 Awareness

That the learner take into account a situation, phenomenon, object or stage of affairs. The individual may not be able to verbalize the aspects of the stimulus which cause the awareness.

- Develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art and the like

- Develops some consciousness of color, form, arrangement, and design in the objects and structures around him and in descriptive or symbolic representations of people, things and situations

1.2 Willingness to Receive

At a minimum level we are here describing the behavior of being willing to tolerate a given stimulus, not to avoid it.

- Attends (listens) when others speak--in direct conversation, on the telephone, in audiences

- Appreciation (tolerance) of cultural patterns exhibited by individuals from other groups--religious, social, political, economic and national.

- Increase in sensitivity to human need and pressing social problems

1.3 Controlled or Selected Attention

The differentiation of a given stimulus into figure and ground at a conscious or perhaps semiconscious level--the differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. The perception is still without tension or assessment, and the pupil may not know the technical terms or symbols with which to describe it correctly or precisely to others.

- Listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect

- Alertness toward human values and judgments on life as they are recorded in literature

2.0 Responding

At this level we are concerned with responses which go beyond merely attending to the phenomenon. The pupil is sufficiently motivated that he is not just 1.2 Willing to Attend, but perhaps it is correct to say that he is actively attending. This is the category that many teachers will find best describes their "interest" objectives. Most commonly we use the term to indicate the desire that a child become sufficiently involved in or committed to a subject, phenomenon, or activity that he will seek it out and gain satisfaction from working with it or engaging in it.

2.1 Acquiescence in Responding

We might use the word "compliance" or "obedience" to describe the behavior. The pupil makes the response, but he has not fully accepted the necessity for doing so.

- Willingness to follow certain rules in taking a test

2.2 Willingness to Respond

The key to this level is in the term "willingness" with its implication of capacity for voluntary activity.

- Acquaints himself with significant current issues in international, political, social and economic affairs through voluntary reading and discussion

- Acceptance of responsibility for his own health and for the protection of the health of others

2.3 Satisfaction in Response

- Enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment

- Takes pleasure in conversing with many different kinds of people

3.0 Valuing

This category is employed in its usual sense, that a thing, phenomenon, or behavior has worth. Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief

or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value.

3.1 Acceptance of a Value

At this level we are concerned with the ascribing of worth to a phenomenon, behavior or object. The term "belief" which is defined as the emotional acceptance of a proposition or doctrine upon what one implicitly considers adequate ground, describes quite well what may be thought of as the dominant characteristic here. One of the distinguishing characteristics of this behavior is consistency of response to the class of objects, phenomena, etc. with which the belief or attitude is identified.

- Continuing desire to develop the ability to speak and write effectively

- Grows in the sense of kinship with human beings of all nations

3.2 Preference for a Value

The provision for this subdivision arose out of a feeling that there were objectives that expressed a level of internalization between the mere acceptance of a value and commitment or conviction in the usual connotation of deep involvement in an area. Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it.

- Assumes responsibility for drawing reticent members of a group into conversation

- Deliberately examines a variety of viewpoints on controversial issues with a view to forming opinions about them

3.3 Commitment

Belief at this level involves a high degree of certainty. Loyalty to a position, group or cause would also be classified here. The learner acts to further the thing valued in some way, to extend the possibility of his developing it, to deepen his involvement with it and with the things representing it. There is a tension here which needs to be satisfied; action is the result of an aroused need or drive.

- Devotion to those ideas and ideals which are the foundations of our country

- Faith in the power of reason and in methods of experiment and discussion

4.0 Organization

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and (c) the establishment of the dominant and pervasive ones.

4.1 Conceptualization of a Value

In the previous category, 3.0 Valuing, it was noted that consistency and stability are integral characteristics of the particular value or belief. At this level (4.1) the quality of abstraction or conceptualization is added. This permits the individual to see how the value relates to those that he already holds or to new ones that he is coming to hold.

- Attempts to identify the characteristics of an art object which he admires

- Forms judgments as to the responsibility of society for conserving human and material resources

4.2 Organization of a Value System

Objectives properly classified here are those which require the learner to bring together a complex of values, possibly disparate values, and to bring these into an ordered relationship with one another. Ideally, the ordered relationship will be one which is harmonious and internally consistent. In actuality, the integration may be something less than entirely harmonious.

- Weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups

- Develops a plan for regulating his rest in accordance with the demands of his activities

5.0 Characterization by a Value or Value Complex

The individual acts consistently in accordance with the values he has internalized at this level, and our concern is to indicate two things; (a) the generalization of this control to so much of the individual's behavior that he is described and characterized as a person by these pervasive controlling tendencies, and (b) the integration of these beliefs, ideas, and attitudes into a total philosophy or world view. These two aspects are the subcategories.

5.1 Generalized Set

The generalized set is a response to highly generalized phenomena. It is a persistent and consistent response to a family of related situations or objects. It may often be an unconscious set which guides action without conscious forethought.

- Readiness to revise judgments and to change behavior in the light of evidence

- Judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking

5.2 Characterization

This, the peak of the internalization process, includes those objectives which are broadest with respect both to the phenomena covered and to the range of behavior which they comprise. Thus, here are found those objectives which concern one's view of the universe, one's philosophy of life--a value system having as its object the whole of what is known or knowable.

- Develops for regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals

- Develops a consistent philosophy of life